



# Lopez High School

1055 Mesa View Dr. • Arroyo Grande, CA 93420 • (805) 474-3750 • Grades 9-12

Jennifer Bowen, Principal

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<http://lopez.luciamarschools.org/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lucia Mar Unified School District

602 Orchard St.  
Arroyo Grande, CA 93420  
(805) 474-3000  
[www.luciamarschools.org](http://www.luciamarschools.org)

#### District Governing Board

Chad Robertson, President  
Vicki Meagher, Vice President  
Colleen Martin, Clerk  
Vern Dahl, Member  
Dawn Meek, Member  
Dee Santos, Member  
Don Stewart, Member

#### District Administration

Andy Stenson  
**Superintendent**  
Paul Fawcett  
**Assistant Superintendent, Human Resources**  
Hillery E. Dixon  
**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Jennifer Handy  
**Director, Special Education**



### Principal's Message

Lopez High School (LHS) is the only Continuation High School in Lucia Mar Unified School District and provides an alternative learning environment for students who may struggle in the comprehensive high school environment or are at risk of not graduating. This might show up in a student's history as credit deficiency, truanancies, need for an alternative learning environment, need for smaller class sizes, or demonstration of other patterns that slow down or negatively affect their school career. LHS continues to maintain a record of positive educational achievement and provides an educational setting in which students can demonstrate success. It is also an excellent setting for the student in need of a smaller, more individualized school program. Lopez staff continues to evaluate our own site for areas of improvement. In recognition of our outstanding program, we received a six-year accreditation from the Western Association of Schools and Colleges (WASC) with the highest award possible. The WASC accreditation offers a certification to show the public that our school is a trustworthy institution of learning and validates the integrity of our programs and transcripts. Lopez High School also has the distinguished recognition as Model Continuation High School from 2018-2021. Both honors required a site visit and review by chairpersons for those recognition agencies; and Lopez was once again highly rated. We are very proud of these accomplishments continue to demonstrate to our district and and community that we are doing an excellent job providing a quality education for our students. Lopez staff is committed to the success of our students and work closely together as a team to provide rigorous educational experiences, counseling, and educational support.

The LHS schedule, credits, and graduation requirements reflect post-high school, 21st Century Skills, and career education. The career component is a graduation requirement, and a review of that project (known as CAPSTONE) finds that the students leaving Lopez are well prepared for post-secondary education, have qualifying job readiness skills, and a valid understanding of life after high school. LHS strives to improve our program each year by working to improve the educational experience and success rate of all of our students. In planning improvement areas for our school, we use the SPSA, our WASC Action Plan, Model School application process, District and Board goals, and various student assessment data as guidelines for improvement areas. Recently due to additional community college and state requirements, LHS will be offering students letter grades as well as credits. We recognize the need for students to leave LHS with a qualifying grade point average.

Demographic information also shapes our decision making. One interesting note is that, no matter how many students are attending LHS in any given year, the percentage of students who are low-income is always around 70+%. We use this information when planning and discussing with staff, parents, students, the school board and community collaborators, how to best meet the needs of our student population. We have adopted a School-Wide plan approach to the expenditure of federal and state dollars. This means that our whole school is considered Title I and all students benefit from anything that we do with our dollars. This plan represents a comprehensive reform strategy designed to improve the entire school and provide a unified approach to improving student achievement. In that way we believe we will better address the needs of every student here at LHS.

Lopez High School continues to implement Common Core Standards, as well as 21st Century Learning Skills. Our school uses CAPSTONE to make sure that our students are all practicing to be an effective communicator, a complex thinker, a self-directed learner, a quality producer, a collaborative learner, and a responsible citizen. Core curriculum delivery models provide individualized instruction with frequent one-on-one and small-group student and teacher interaction to meet the needs of each student. Our class size average is 15:1. LHS students attend on a voluntary enrollment basis, and Lopez is open to any student in Lucia Mar Unified School District who is 16 years of age or older, or turning 16 within the quarter they apply. Our current demographic composition is 50% White, 44% Hispanic, 1% African American, 4% American Indian, Asian, Filipino combined, and 1% declined to state. Instruction at LHS takes place during four traditional nine week quarters over the course of a school year. Students attend a core 3.75 hour session in the morning (8:00 to 11:45 AM) and are able to attend a PM intervention and/or elective session (12:15 - 2:30 PM) if needed. Another alternative offered is Lopez Independent Study. Students must be approved through an Alternative Education Panel and be on track to graduate, be able to work independently, have a positive school relationship, and show reason for needing an ISP placement.

All students attending Lopez High School must complete the district approved graduation requirements. Total number of credits needed to graduate from Lopez meets the same requirements as our partner comprehensive schools, however with a 25 credit decrease in electives. In lieu of those elective requirements, LHS students complete their CAPSTONE project. It is the goal of LHS to provide the support students need in order to experience success and meet those requirements. The school makes every effort to ensure that the curriculum is accessible to all students. Through our categorical funding, we have added support programs and staff to address the needs of students who are struggling academically or personally. For students who are struggling with language arts and mathematics, we have focus classes in reading, writing and mathematics with curriculum supporting remediation of basic skills. Small group tutoring is also available for students who need assistance in reaching grade level outcomes. English Language Learning support is specifically targeted to our identified students in all classes and staff have received training on strategies to support ELL students to be successful in school.

Another service available is our Resource Specialist who provides support for students with Individual Education Plans (IEP's). Counseling services are considered critical because a high percentage of the students at Lopez are struggling with issues outside of school. Our full-time school counselor provides intensive personal, career, and academic counseling to students on a daily basis. We also have two additional counselors in place to help meet the emotional needs of our students. LHS employs additional counseling specialists, who works with students individually or in small groups throughout the week. Lopez High School also has the "Hands On Parenting Education" (HOPE) program on campus, which supports pregnant and parenting teens to remain in school and graduate through individualized instruction and parent education classes. The Community Actions Partners (CAP - formally EOC) provides childcare services and training. These services are provided for any district student, but the childcare, child development courses and case management team are housed on the LHS campus, where the majority of pregnant and parenting teens attend classes.

It is truly a privilege to be part of this incredible team of professionals, teachers, and support staff. We have a strong offering of the core academic classes, as well as additional classes such as Link Crew, Digital Art, Work Experience, and collaborative classes with Cal Poly and Cuesta which help increase students' ownership of their own success. This staff continues to implement creative ideas and programs to benefit the Lopez High School student body. We work at making a difference in our students, but couldn't do it without the support of the parents and the community. We invite you to be involved in your child's education. We extend an open invitation to you to join us in a partnership for the benefit of our students who deserve the best we have to offer them. Visit, become a part of school site council or parent groups, attend awards nights, schedule conferences, chaperone field trips, and make appointments with teachers, the counselor, or the principal. We want you to be and feel a part of the excellence of this high school.

#### **Mission and Vision Statements:**

**Mission:** Lopez High School will provide the opportunity for all students to become productive, successful members of society by challenging each to excel in academics, explore personal and career interests, and develop to his or her potential.

**Vision:** Lopez High School will continue to be creative and innovative as we strive to meet the educational needs of our alternative population. Our vision's focus lies within these 4 goals":

1. Increase Attendance Schoolwide
2. Increase Credit Completion & Learning
3. Increase the Graduation Rate
4. Expand Career and Workplace Readiness Opportunities and Skills

Our core belief is that all student can learn with appropriate instruction and intervention.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	3
Grade 11	42
Grade 12	73
<b>Total Enrollment</b>	<b>118</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	1.7
Filipino	0.0
Hispanic or Latino	48.3
Native Hawaiian or Pacific Islander	0.8
White	46.6
Socioeconomically Disadvantaged	69.5
English Learners	11.0
Students with Disabilities	17.8
Foster Youth	2.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Lopez High School	16-17	17-18	18-19
With Full Credential	11	11	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	557
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lopez High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Lucia Mar Unified School District held a public hearing Sept. 18, 2018, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

Textbooks and Instructional Materials Year and month in which data were collected: 2017-2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Pearson - Investigations (Grades K-5) Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Cengage - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008
	Holt - California Life Science (Grade 7) Adopted in 2007
	Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007
	Glencoe - Life Science (Grade 9) Adopted in 2004
	Prentice Hall - Earth Science (Grade 9) Adopted in 2008
	Prentice Hall - Biology (Grade 9) Adopted in 2001
	Holt - Chemistry (Grade 10) Adopted in 2004
	Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002
	Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002
	Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008
	John Wiley & Sons - AP Physics (Grades 10-12) Adopted in 2006
	Pearson - AP Physics (Grades 10-12) Adopted in 2005
	Pearson - AP Biology (Grades 11-12) Adopted in 2011
<b>The textbooks listed are from most recent adoption:</b> Yes	
<b>Percent of students lacking their own assigned textbook:</b> 0%	

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>TCI - Ha! Medieval World &amp; Beyond (Grade 7) Adopted in 2018</p> <p>TCI - Ha! US Through Industrialism (Grade 8) Adopted in 2018</p> <p>Pearson - World History (Grade 10) Adopted in 2018</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 2018</p> <p>Norton - AP US History "Give Me Liberty" (Grade AP 11) Adopted in 2018</p> <p>Cengage - Western Civilization AP Ed (Grade AP 11) Adopted in 2018</p> <p>Pearson - US History (Grade 11) Adopted in 2018</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Pearson - Economics (Grade 12) Adopted in 2018</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Pearson - American Government (Grade 12) Adopted in 2018</p> <p>Pearson - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2018</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Pearson-Prentice Hall - Psychology Main Ed. (Grades 9-12) Adopted in 2018</p> <p>HMH - Sociology (Grades 9-12) Adopted in 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	HMH - Avancemos (Grades 7-12) Adopted in 2017  HMH - Bien Dit (Grades 7-12) Adopted in 2017  Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Holt - Teen Health (Grade 7-8) Adopted in 2017  Pearson - Health (Grades 9-12) Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Lopez High School provides a safe, clean environment for learning. Built in 1997, Lopez High School is situated on five acres. The school buildings span 20,417 square feet, consisting of facilities for physical education, science, art, computers, and staff work. The facility strongly supports teaching and learning through its ample classroom and recreation space. The campus entrance was re-designed for site safety, and changes completed in Summer of 2017.

Lopez Continuation High School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, breaks, and before and after school, adults supervise students and school grounds, such as the center and back yard area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. A recent inspection by the fire department noted that Lopez High School has no violations or fix-it issues.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/6/2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/6/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Room 105, Child Care Center and Principal's Office: 13) Stained ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	24.0	16.0	52.0	54.0	48.0	50.0
<b>Math</b>	2.0	1.0	37.0	39.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	68	93.15	16.18
Male	37	36	97.30	16.67
Female	36	32	88.89	15.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	40	38	95.00	10.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	26	89.66	23.08
Socioeconomically Disadvantaged	54	52	96.30	13.46
English Learners	12	12	100.00	0.00
Students with Disabilities	16	15	93.75	6.67
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	68	94.44	1.47
Male	37	36	97.3	2.78
Female	35	32	91.43	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	39	38	97.44	2.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	26	89.66	0
Socioeconomically Disadvantaged	54	52	96.3	1.92
English Learners	12	12	100	0
Students with Disabilities	16	15	93.75	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Lopez continues to look for ways to include parents in the Lopez community. Each year, more parents are becoming involved with School Site Council. Lopez hosts a pre-Back-to School Night where we invite families out before the start of the new year for dinner, to welcome new students, go over school guidelines and expectations, invite families to access HomeLink, take a school tour, and just socialize and get to know our community. Lopez also hosts family potluck and awards nights each year where we recognize students for the positive impact they have in their classes and for the school community. LHS also hosts a Senior Scholarship night with our community partners and families. We have upgraded and are active on Facebook and Instagram. Our website is updated daily, so parents can check out the website for important information on a regular basis. Community members, parents and stakeholders participate in Capstone presentation days where they can witness the results of the hard work of our students. Parents are also invited to a welcome orientation once their student is accepted to the Lopez community.

Parents who wish to volunteer or participate in Lopez High School's committees and school activities may contact Jennifer Bowen at: [jennifer.bowen@lmusd.org](mailto:jennifer.bowen@lmusd.org) or 474-3750.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2017.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.2	5.9	10.1
Expulsions Rate	0.0	0.0	1.1
District	2015-16	2016-17	2017-18
Suspensions Rate	3.3	3.3	2.6
Expulsions Rate	0.2	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.000
Counselor (Social/Behavioral or Career Development)	.85
Library Media Teacher (Librarian)	0.05
Library Media Services Staff (Paraprofessional)	0.000
Psychologist	0.000
Social Worker	0.000
Nurse	0.200
Speech/Language/Hearing Specialist	0.000
Resource Specialist (non-teaching)	0.8
Other	
Average Number of Students per Staff Member	
Academic Counselor	200

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	10.0	7.0	8.0	24	21	17						
Mathematics	7.0	8.0	8.0	7	7	9						
Science	10.0	5.0	10.0	7	9	5						
Social Science	7.0	6.0	8.0	12	16	17						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement, support a positive school climate, prepare students to be future ready and provide efficient and safe organizational excellence. Staff development at the site and district level focuses this school year on teaching the 4 C's of 21st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. As part of the school climate goal, both LHS and district schools are focusing on Tier II interventions via the PBIS model. LHS staff are working on utilizing technology in the classroom more effectively, as well as improving their own skills by participating in Google Training.

Professional development opportunities are provided in a variety of ways both at the site and district levels — district-wide staff development days, PD meetings during Late Start Mondays, after school Google Deep Dives, at staff meetings, release time, Saturday trainings, and summer institutes.

Lopez High School has a different schedule than the traditional high schools allowing our staff to meet for staff and professional development meetings Friday afternoons. At those meetings teachers develop strategies and learn about the PBIS model of interventions and supports. District LCAP funds have also been provided to allow teachers to provide PD at the site level given their specialties. LHS continues to focus on Habits of Mind character education, reading instruction strategies, continuation high school specific strategies, PBIS and technology. Each site specialist provides quality professional development pertaining directly to our unique student population.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,339	\$49,512
Mid-Range Teacher Salary	\$66,371	\$77,880
Highest Teacher Salary	\$89,998	\$96,387
Average Principal Salary (ES)	\$102,804	\$123,139
Average Principal Salary (MS)	\$105,186	\$129,919
Average Principal Salary (HS)	\$120,984	\$140,111
Superintendent Salary	\$205,010	\$238,324
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lopez High School	2014-15	2015-16	2016-17
Dropout Rate	31.3	21.3	19.1
Graduation Rate	56.6	60.0	62.9
Lucia Mar Unified School District	2014-15	2015-16	2016-17
Dropout Rate	7.0	4.2	4.1
Graduation Rate	90.5	93.1	91.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8519.09	636.46	7882.63	67694.17
District	♦	♦	100	\$66,843
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			195.0	1.3
Percent Difference: School Site/ State			-37.7	-16.2

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	44.00%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	61.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	75.0	93.0	88.7
Black or African American	0.0	85.7	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	83.3	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	66.7	89.6	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	77.8	95.1	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	84.3	94.0	88.6
English Learners	85.7	72.4	56.7
Students with Disabilities	60.0	73.7	67.1
Foster Youth	0.0	75.0	74.1

### Career Technical Education Programs

The Board of Education realized that students have varying academic interests and aptitudes, and that they need to be better prepared for options other than a four-year university directly from high school, particularly in light of the rapidly changing workforce technology and employment environments in many industry sectors. Therefore, the Board of Education sought to support Programs of Study to ensure that all students graduating from the Lucia Mar Unified School District have the preparation necessary for success in any post-secondary pursuit, whether it is university studies, technical training, workforce placement, military enlistment, or service as a community volunteer.

As vocational education evolved in the 21st century, it became known as Career Technical Education (CTE). Business owners, trade union leaders and educators came together to change how occupational and technical subject matter were delivered in high school, college and technical training environments. This resulted in the need to develop robust and rigorous curriculum provided in a cyclical continuum that engages participants in the most common tasks and skills required in a broad umbrella of employment opportunities within a specific industry sector. High School Career Pathways provide the first three years of instruction and skill development in this scenario.

Pathway programs in LMUSD are designed so that students are able to gain at least one industry certification, or equivalent skill measurement, to provide a competitive advantage in the job market. Additionally, curriculum will coincide with community college career certificate and associate degree programs in same/similar industry areas and in some cases allow students to earn college credit for their coursework while still in high school. This will shorten the time it takes students to earn post-secondary degrees/certificates and enter the skilled workforce. The California Department of Education gives guidance for the design of model CTE programs in their plan for Career Technical Education, which was adopted by the State Board of Education in 2008.

The same quality program indicators were taken into consideration during the development of career pathway programs of study for LMUSD. Specifically, during the 2012-13 school year, the focus of pathway preparation has been on assessing current programs and facilities, establishing relationships with industry members and assembling advisory committees for new programs, reviewing and developing curriculum, reviewing instructor training needs, determining outreach/communication needs, and researching funding options for new and existing pathway programs.

During the 2016-17 school year, the Director of CTE spent time with teachers in their classrooms to discuss curriculum, facility and equipment needs for individual classes, as well as overall pathway programs. Teachers also attended workshops regarding pathway development and philosophy, which included California State CTE Frameworks and standards, as well as funding legislation that affects the structural make up of CTE programs. This established a baseline from which to support current programs that are functioning well, retool programs that have minor areas of weakness, build out viable pathways from programs that currently function as a single course, and establish new programs where programs do not exist but there is a regional workforce need.

Several CTE programs participate in Career Technical Student Organization activities and competitions through the Future Farmers of America (FFA) and SkillsUSA. The Culinary Arts, Agriculture, Design, Visual, Media Arts, and Animation programs all had regional contest winners, who competed in the various categories at the state level. The Animation team came in first place at the State Skills USA competition and competed at the national level for the fourth year in a row.

Students also earned industry certification in the culinary arts program by successfully passing ServSafe and Food Handlers Certification, an industry standard, which will help students in their search for employment. Additionally, students in Sports Medicine and Public Safety Pathways earned CPR Certifications. We hope to expand internships and industry certification to other pathways.

#### ARROYO GRANDE HIGH SCHOOL

- Ag Mechanics
- Animal Science
- Architecture & Engineering
- Automotive Technology
- Construction Technology
- Hospitality & Tourism
- Ornamental Horticulture
- Design, Visual & Media Arts
- Sports Medicine
- Technical Theater

#### NIPOMO HIGH SCHOOL

- Ag Mechanics
- Criminal Justice / Public Safety
- Sports Medicine
- Product Innovation & Design
- Ornamental Horticulture
- AgriScience
- Animal Science

#### CENTRAL COAST NEW TECH HIGH

- Software & Systems Development
- Design, Visual & Media Arts

Addressing the CTE needs of all students

All ninth-grade students have the opportunity to take a “Skills for Success” class and meet with career counselors where they identify personal interests, explore career options, develop academic plans, and learn about post-secondary educational and training opportunities. Students may develop advanced skills and receive industry-standard training by participating in the various vocational/technical courses at all sites. These courses prepare students for future college coursework and entry-level job opportunities.

#### Evaluating CTE Programs

Each CTE Pathway maintains an active advisory board that evaluates the program. In addition, school administrators monitor the program and instructors effectiveness on an annual basis. All CTE Pathways require a three-course articulated curriculum that will meet job market expectations.

Career preparation courses offered at Arroyo Grande High School include:

- Advanced Automotive
- Advanced Culinary / Event Planning & Catering
- Advanced Media Arts
- Ag Biology
- Agriscience Mechanics
- Animal Science
- Architectural Design
- Architecture, Engineering, and Animation
- Athletic Training
- Automotive Technology
- Automotive Technology Co-op
- Computer Animation
- CAD - Computer Aided Drafting
- Creative Media Arts
- Culinary Arts - Intro
- Energy Technology
- Environmental Horticulture
- Floral Design
- Green Construction
- Sports Medicine
- Technical Theater
- Theater Productions
- Vet Science
- Viticulture

Career preparation courses offered at Nipomo High School include:

- Ag Biology
- Ag Chemistry
- Animal Science
- Athletic Training
- Criminal Justice
- Criminology & Abnormal Psychology
- Environmental Horticulture
- Floral Design
- Interdisciplinary AgriScience
- Intro to Medicine
- Intro to Product Design
- Public Safety
- Sports Medicine
- Vet Science

Career preparation courses offered at Central Coast New Tech High School include:

- Advanced Computer Science
- Advanced Graphic Arts
- Computer Science
- Creative Media Arts
- Game Design
- 3-D Design

Pathway Graduation Requirements

Students must select and complete a set of courses in a pathway as part of the requirements for graduation, beginning with the class of 2016.

Pathways include the following:

- College/University (A-G requirements)
- College/Career (Three integrated CTE courses in the specific industry sector)
- Individual (A specific set of courses that are not contained in the structure of the University or Career Pathways but must be met for graduation)

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.