



Grover Heights Elementary School

770 N. 8th St. • Grover Beach, CA 93433 • (805) 474-3700 • Grades K-6

Susan Kesselring, Principal
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<https://sites.google.com/a/lmsud.org/grover-heights/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lucia Mar Unified School District

602 Orchard St.
Arroyo Grande, CA 93420
(805) 474-3000
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Principal's Message

My name is Susan Kesselring and the 2019-2020 school year marks my eighth year as principal at Grover Heights. I am proud to represent and lead our school with continued success.

We are fortunate to continue implementing a system that is sure to strengthen teacher effectiveness. We understand the single most important factor influencing the quality of a child's education is the effectiveness of the classroom teacher. The Grover Heights teaching staff, along with Lucia Mar Unified, has crafted a Professional Development program to fit our specific needs. Teaching strategies that are proven effective with students at our school will continue to be strengthened. Teachers collaborate with one another on a weekly basis with the guidance of our most skilled Teacher On Special Assignment and Instructional Leadership Team members.

As principal, you can expect me to work diligently with staff, parents, and community members to ensure the success of every student. The mission at Grover Heights Elementary School states that in an inclusive and safe environment, Grover Heights will provide a high standard of academic instruction that promotes a growth mindset and challenges every student to be future ready. Recognizing our role within the greater community, Grover Heights will foster lifelong learners who will contribute to society in a meaningful way. The quality of education provided at Grover Heights is evidenced by high student growth and achievement and a continued record of improvement. I pledge to build upon the tradition of excellence that Grover Heights has grown to expect, and that our students deserve.

School Mission Statement

In an inclusive and safe environment, Grover Heights will provide a high standard of academic instruction that promotes a growth mindset and challenges every student to be future ready. Recognizing our role within the greater community, Grover Heights will foster lifelong learners who will contribute to society in a meaningful way.

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 54 |
| Grade 2 | 58 |
| Grade 3 | 55 |
| Grade 4 | 62 |
| Grade 5 | 51 |
| Grade 6 | 55 |
| Total Enrollment | 412 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 1 |
| Asian | 1 |
| Filipino | 1.2 |
| Hispanic or Latino | 37.4 |
| White | 47.6 |
| Two or More Races | 9.2 |
| Socioeconomically Disadvantaged | 47.6 |
| English Learners | 10 |
| Students with Disabilities | 14.3 |
| Foster Youth | 1.5 |
| Homeless | 4.1 |

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 for Grover Heights | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 21 | 22 | 21 |
| Without Full Credential | 1 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Lucia Mar Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 533 |
| Without Full Credential | ◆ | ◆ | 25 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Grover Heights Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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 2019-20)

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: 2018-2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------------|--|
| <p>Reading/Language Arts</p> | <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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| <p>Mathematics</p> | <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>Cengage - Precalculus with Limits (Grades 11-12) Adopted in 2019</p> <p>McGraw Hill - Core Plus Integrated Math (Grades 9-11) Adopted in 2015</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| Science | 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 |
| | <p data-bbox="446 1268 1068 1297">The textbooks listed are from most recent adoption: Yes</p> <p data-bbox="446 1297 1068 1327">Percent of students lacking their own assigned textbook: 0%</p> |

| 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 & 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>Bedford, Freeman & Worth (BFW) - American Government: Stories of a Nation: For the AP (Grade AP 12) Adopted in 2019</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|--|
| Health | <p>Holt - Teen Health (Grade 7-8) Adopted in 2017</p> <p>Pearson - Health (Grades 9-12) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Grover Heights Elementary School provides a safe, clean environment for learning. Built in 1960 and completely modernized in 2001, Grover Heights Elementary School is situated on 10.10 acres. The school buildings span 36,386 square feet and consist of 23 classrooms, a library, multipurpose room, a computer lab, resource and tutoring rooms, and office facilities. The facility strongly supports teaching and learning through its ample classroom and playground space.

Through a partnership with the city of Grover Beach, Grover Heights completed the sidewalk near the bus loading zone and parking lot. The city made other improvements with funds acquired through the Safe Routes to School grant including: completing the sidewalks on Ritchie Road and the bus loading zone, painting bike lanes on Atlantic City Avenue, and making the Fourth street crosswalk area more visible and safe. A new MPR is in the beginning planning stages.

Grover Heights Elementary 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, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation 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. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

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: 8/8/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | MPR: 4.) Cracked floor tiles Room A9: 4.) Counters need repair 4.) Stained ceiling tiles Room E1: 4.) Ripped ceiling tiles 13.) Stained ceiling tile Room E2: 4.) Ripped pinnable 13.) Stain at mod line Room E3: 4.) Ripped pinnable Room E4: 4.) Pinnable around window apart |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Structural: Structural Damage, Roofs | Good | Room D3: 13.) Stained ceiling tiles Room E1: 4.) Ripped ceiling tiles 13.) Stained ceiling tile Room E2: 4.) Ripped pinnable 13.) Stain at mod line |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Room C1: 15.) BB holes in window |
| Overall Rating | Good | |

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 52 | 51 | 54 | 56 | 50 | 50 |
| Math | 46 | 43 | 39 | 42 | 38 | 39 |

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 16.0 | 20.0 | 34.0 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 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 | 217 | 212 | 97.70 | 50.94 |
| Male | 119 | 115 | 96.64 | 41.74 |
| Female | 98 | 97 | 98.98 | 61.86 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 79 | 98.75 | 45.57 |
| White | 108 | 106 | 98.15 | 53.77 |
| Two or More Races | 15 | 13 | 86.67 | 53.85 |
| Socioeconomically Disadvantaged | 110 | 106 | 96.36 | 41.51 |
| English Learners | 26 | 26 | 100.00 | 23.08 |
| Students with Disabilities | 32 | 30 | 93.75 | 30.00 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 2018-19 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 | 217 | 212 | 97.70 | 43.40 |
| Male | 119 | 115 | 96.64 | 44.35 |
| Female | 98 | 97 | 98.98 | 42.27 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 79 | 98.75 | 32.91 |
| White | 108 | 106 | 98.15 | 51.89 |
| Two or More Races | 15 | 13 | 86.67 | 38.46 |
| Socioeconomically Disadvantaged | 110 | 106 | 96.36 | 33.96 |
| English Learners | 26 | 26 | 100.00 | 23.08 |
| Students with Disabilities | 32 | 30 | 93.75 | 26.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 2019-20)

Parents and the community play an important role in the success of Grover Heights Elementary School. Parents may become involved in their child's education in numerous ways, such as volunteering in the classroom, volunteering on campus, working on campus beautification projects, and chaperoning field trips. Organized groups for parents include PTA, School Site Council, English Learner Advisory Committee, and other specific committees for school activities.

Parents and community members are invited to many school activities and events held throughout the year. Events include such things as Back-to-School Night, Open House, Fun Run, Spring Fling, awards assemblies, parent conferences, classroom performances, Dragon Olympics, Read-a-Thon, Red Ribbon Week and other events. The school keeps parents apprised of school activities through auto-dialer/phone calls, digital school flyers, newsletters, monthly calendars, informational marquee, PTA Facebook and school Facebook pages and school website.

PTA fundraisers and other contributions from the community greatly enhance the educational program at the school. Fundraisers are conducted entirely on behalf of students to support a well-rounded education including: field trips, assemblies, science camp, playground equipment, and other activities. Many community businesses provide generous support to the school, including PG&E, Box Tops for Education, Safe Routes to School, Walmart, Target, Vons, and the local Rotary Clubs.

For more information on how to become involved at the school, contact PTA President Mariam Shaw at 805-474-3700.

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 August of 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.2 | 2.0 | 1.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.2 | 2.6 | 3.7 |
| Expulsions Rate | 0.2 | 0.2 | 0.3 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|--------|
| Academic Counselor* | 1030.0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .4 |
| Social Worker | |
| Nurse | .5 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 2.8 |

* 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 (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 20 | 3 | 1 | | 24 | | 3 | | 22 | 1 | 3 | |
| 1 | 20 | 3 | | | 21 | 1 | 2 | | 21 | 1 | 1 | |
| 2 | 25 | | 2 | | 23 | | 2 | | 21 | 1 | 1 | |
| 3 | 25 | | 3 | | 25 | | 3 | | 23 | | 3 | |
| 4 | 28 | | 2 | | 27 | | 2 | | 30 | | 2 | |
| 5 | 29 | | 2 | | 55 | | 2 | 1 | 53 | | 2 | 1 |
| 6 | 97 | | 4 | 1 | 28 | | 4 | | 88 | | 4 | 1 |
| Other** | 7 | 2 | | | 181 | 1 | | 1 | 9 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 38 hrs | 38 hrs | 38 hrs |

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. Each school year our professional development focused on California Common Core State Standards, 21st Century Skills, English Learners, and best practices in using technology for instruction/ assessment.

Professional development opportunities are provided in a variety of ways — one district-wide staff development day, weekly late-start Mondays, staff meetings, release time, Saturday trainings, and summer institutes. Over the last three years, teachers have received at least 24 days of professional development in each school.

In the 14-15 school year LMUSD created a research driven professional development model. Each school site has a Late Start Monday, an Instructional Leadership Team comprised of teachers and administrators, and Teacher Support TOSAs. The combination of these three has resulted in high quality, weekly professional development.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$47,266 | \$51,374 |
| Mid-Range Teacher Salary | \$67,698 | \$80,151 |
| Highest Teacher Salary | \$91,798 | \$100,143 |
| Average Principal Salary (ES) | \$114,740 | \$126,896 |
| Average Principal Salary (MS) | \$114,838 | \$133,668 |
| Average Principal Salary (HS) | \$128,579 | \$143,746 |
| Superintendent Salary | \$209,725 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37% | 35% |
| Administrative Salaries | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 5042.19 | 497.45 | 4544.75 | 59713.97 |
| District | N/A | N/A | 75 | \$68,618.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 193.5 | -11.3 |
| School Site/ State | -90.4 | -28.6 |

Note: Cells with N/A values 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.

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.

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 two to 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, 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.

The Director of CTE provides direct support to instructors, pathway programs, and site administration in the areas of curriculum, facility and equipment, postsecondary alignment, industry partnerships, and overall pathway focus. CTE teachers participate in professional development to stay up to date with changes in industry by attending workshops, conferences, and other training opportunities. Additionally, CTE instructors focus on pathway development and philosophy, which include California State CTE Frameworks and model standards, as well as funding legislation that affects the structural make up of CTE programs. This baseline of CTE supports has continued to improve annually in the support of current programs that are functioning well, retooling programs that have minor areas of weakness, building 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 (CTSO) activities and competitions through the Future Farmers of America (FFA), SkillsUSA, and HOSA. The Culinary Arts, Agriculture, Design, Visual, Media Arts, and Animation programs have all had regional contest student winners, who competed in the various categories at the state level. Industry recognized certifications include CPR, First Aid, Food Handlers, Serv Safe, Adobe, and CAD. Students also have the opportunity to earn college credit toward a degree within their field of study and some pathways offering multiple college courses. Additionally, students are able to build resumes and portfolios with unique projects that demonstrate their level of expertise with industry desired skills. Through continually expanding internship programs available in various pathways, students are able to gain real world experience within their field of study that often times leads to employment.

ARROYO GRANDE HIGH SCHOOL

- Ag Mechanics
- Animal Science
- Architecture & Engineering
- Automotive Technology
- Hospitality & Tourism / Culinary
- Ornamental Horticulture
- Design, Visual & Media Arts
- Sports Medicine / Patient Care
- Technical Theater
- Professional Theater
- Criminal Justice / Public Safety
- Product Innovation & Design

NIPOMO HIGH SCHOOL

- Ag Mechanics
- Animal Science
- Criminal Justice / Public Safety
- Sports Medicine / Patient Care
- Product Innovation & Design
- Ornamental Horticulture
- Agri-Science
- Design, Visual & Media Arts
- Professional Theater

CENTRAL COAST NEW TECH HIGH

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

Addressing the CTE needs of all students

All ninth-grade students have the opportunity to take a “Tech Seminar” 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 business advisory committee that evaluates the program. In addition, school and district administrators monitor the program and instructors effectiveness on an annual basis. All CTE Pathways require a two- or three-course articulated curriculum that will meet job market expectations providing students with a minimum of 300 hours of industry specific curriculum aligned to both post-secondary education options and high demand, high wage careers.

CTE Career preparation CTE courses offered at Arroyo Grande High School include:

- Ag Biology
- Animal Science
- Animal Anatomy and Physiology
- Floral Design
- Environmental Horticulture
- Advanced Floral Design
- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Intro to Architecture and Engineering
- CAD
- Architecture Design
- Automotive Tech
- Advanced Auto Tech
- Intro Culinary Arts
- Advanced Culinary Arts
- Digital Foundations
- Creative Media Arts
- Advanced Media Arts
- Intro to Medicine
- Sports Medicine
- Clinical Practicum
- Intro to Product Design
- Product Development and Marketing
- Criminology & Abnormal Psychology
- Criminal Justice
- Intro to Theater
- Professional Theater
- Advanced Professional Theater
- Technical Theater
- Advanced Technical Theater

CTE Career preparation courses offered at Nipomo High School include:

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III/IV
- Sustainable Ag Biology
- Environmental Horticulture
- Floral
- Animal Science
- Animal Anatomy & Physiology
- Ag & Soil Chemistry
- Adv Interdisciplinary Science for Sustainable Ag
- Intro to Public Safety
- Criminology & Abnormal Psychology
- Intro to Product Design
- Product Development and Marketing
- Intro to Medicine
- Sports Medicine
- Clinical Practicum
- Professional Theater
- Advanced Professional Theater
- Creative Media Arts
- Advanced Media Arts

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

- Computer Science
- Program and Game Design
- Advanced Computer Science
- Digital Foundations
- Creative Media Arts
- Advanced Media Arts
- Physics Universe
- Advanced Physics & Engineering
- Entrepreneurship
- Advanced Entrepreneurship

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.