



# Branch Elementary School

970 School Rd. • Arroyo Grande, CA 93420 • (805) 474-3720 • Grades K-6

Matt David, Principal

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<https://branch.luciamarschools.org/>

## 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

[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

Jim Empey  
Assistant Superintendent, Business

Jennifer Handy  
Director, Special Education

Linda Pierce  
Director, Student Services

### Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local school boards for each elementary and secondary school in the state, provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Branch Elementary School serves students from the rural countryside near Arroyo Grande, located along the picturesque coastline of San Luis Obispo County. Originally founded in 1889 by F.Z. Branch, the school maintains a sense of its rich history and close-knit family feeling, while providing a rigorous academic program. The caring, dedicated, and experienced staff works in tandem with parents and community members to ensure all students at Branch Elementary School receive the highest quality education possible.

Branch is focused on the 21st-Century Skills of critical thinking, problem-solving, teamwork, and collaboration. These skills are developed extensively through writing, interdisciplinary projects, and a "facilitative" and student-centered approach to teaching and learning. Branch has a lab dedicated to hands-on science. All grades participate in 3-4 major labs a year, facilitated by our science advisory committee and focused on the five areas of STEAM. All labs are aligned to the NGSS standards. Branch is also proud to be the first elementary school in our district to provide 1:1 technology for all our students in grades 2-6 via Chromebook carts in the classroom. This year, professional development is centered on grade-level math collaboration (through the PLC process) and the "Daily 5" literacy framework.

### School Mission and Vision Statements

The mission of Branch Elementary School is to inspire learners through inquiry, investigation, and imagination in student-centered classrooms where collaboration, critical thinking, creativity, and communication are emphasized to promote student understanding and transfer of learning.

Our Vision for Branch Elementary is to provide a safe, supportive, engaging environment where school, family, and community collaborate to:

- Provide a rigorous, relevant, student-centered, standards-based curriculum with a climate of high expectations for success.
- Develop an overarching science focus to enhance student understanding and application of scientific principles in all core content areas.
- Allow students to "own their learning" and to "construct" meaning for themselves.
- Encourage teachers to be coaches of "understanding" and facilitators of projects, authentic assessments, and learning experiences in real-world contexts.
- Inspire students to begin thinking about and preparing for college and the world of work.
- Embed 21st Century Skills including: critical thinking, collaboration, creativity, and problem-solving into the core curriculum.

## 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	37
Grade 1	51
Grade 2	35
Grade 3	42
Grade 4	53
Grade 5	54
Grade 6	46
<b>Total Enrollment</b>	<b>318</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.9
Filipino	0.9
Hispanic or Latino	23.3
White	69.8
Two or More Races	4.1
Socioeconomically Disadvantaged	25.8
English Learners	5.3
Students with Disabilities	11
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 Branch Elementary	17-18	18-19	19-20
With Full Credential	16	16	16
Without Full Credential	0	0	0
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 Branch 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><b>Reading/Language Arts</b></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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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"><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p data-bbox="446 1297 1068 1329"><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<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>Bedford, Freeman &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

Branch Elementary School provides a safe, clean environment for learning. Built in 1961, and modernized in the summer of 2002, Branch Elementary School is situated on 7.09 acres. The school buildings span 25,158 square feet, consisting of 12 classrooms, a library, an office, a computer lab, a multipurpose room, and a science lab. The facility strongly supports teaching and learning through its ample classroom and playground space.

In 2018, the District recently completed a power upgrade and a rip/replace of the parking lot asphalt. In the planning stages are a classroom addition to allow for the replacement of the MPR, and a domestic water system upgrade.

Personnel from the facilities department meet with the principal on a monthly basis to ensure the buildings and grounds are kept in proper condition. The School has one full-time janitor and one part-time janitor that works evening shifts three times a week. Students are supervised by school personnel before, during, and after school hours to ensure their safety.

Branch 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: 7/23/2019

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	Room 11: 4.) Cluttered / excessive wall covering Room 9: 4.) Stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 16: 5.) Stained ceiling tile
<b>Electrical:</b> Electrical	Good	Boys Restroom 4: 7.) Broken diffuser
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 2: 11.) Comet under sink
<b>Structural:</b> Structural Damage, Roofs	Good	Room 8: 12.) Exterior siding crumbling

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	69	66	54	56	50	50
Math	61	53	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	16.1	30.4	42.9

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	199	195	97.99	65.64
Male	97	96	98.97	59.38
Female	102	99	97.06	71.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62	46.34
White	146	143	97.95	70.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	41.82
English Learners	16	16	100.00	37.50
Students with Disabilities	25	24	96.00	37.50
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.

**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. 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.

Professional development opportunities are provided in a variety of ways — one district-wide staff development day, weekly late-start Mondays, monthly staff meetings, release time, optional after-school professional development (Tuesday Tidbits, Google Certification training) and summer institutes. Over the last three years, teachers have received at least 38 days of professional development in each school.

In 2019-20, Branch Elementary is focusing on grade-level math collaboration and the Daily 5 literacy framework. In August of 2019, all teachers reviewed CAASPP and NWEA MAP math data. Teacher-teams identified target areas (grades 3-6 used CAASPP results) and math goals (K-2 used MAP results) to work on during Late Start Monday professional development. Principal and TOSA meetings with each grade level have also helped identify areas of need to better plan for professional development. Teacher teams identified goals, planned for materials and implementation, and review student data on an ongoing basis. 2020 CAASPP data will be reviewed the following school year to review the impact of our efforts. In 2018-19, several teachers visited another school in our district to observe "The Daily 5" and "CAFE". This year, through a book study and TOSA support, and trial and error, teachers are learning about Daily 5/CAFE with school-wide implementation scheduled for the 2020-21 school year.



**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	199	195	97.99	53.33
Male	97	96	98.97	55.21
Female	102	99	97.06	51.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62	36.59
White	146	143	97.95	58.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	30.91
English Learners	16	16	100.00	37.50
Students with Disabilities	25	24	96.00	16.67
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)

The involvement of parents and the community in Branch Elementary School's educational program reflects a long and positive tradition. Several families in the area have four generations of ancestors who have attended the school. Parents are involved in the education of Branch Elementary School's students by volunteering in the classroom, participating in the Parent-Teacher Organization (PTO), and by being members of the School Site Council (SSC), the GATE Advisory Committee, the No Place for Hate Committee and the Science Advisory Committee.

The PTO has been extremely generous in supporting the school's educational programs. Each year, the PTO organizes a barbecue, an auction, a jog-a-thon and other fundraisers which will raise in excess of \$90,000 dollars for school use. The PTO fundraisers support one full-time literacy tutor, the partial salary of a computer lab technician, student field trips, technology, science lab materials, school activities and materials for classroom use. Branch Elementary School is grateful for the PTO's commitment and support.

In addition to volunteering in the classroom, parents have an opportunity to participate in numerous school-wide events held each year. These include two school-wide family picnic days, two story nights, Mexican Independence cultural day, a school-wide talent show, Spirit Days, Red Ribbon Week, Back-to-School Night, and Open House. The school keeps parents aware of events through the weekly newsletter titled "Saddle Up!", regular classroom newsletters, the school's website, Facebook, an auto-dialer system, and the school marquee.

Parents who wish to volunteer or participate in Branch Elementary School's committees and school activities may contact Matt David at (805) 474-3720 or matt.david@lmusd.org.

**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. All school staff has recently completed ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training and our site safety plan has been updated to reflect the change in practice. The school safety plan was most recently adopted on December 4, 2019. The most notable change to the school safety plan is the addition of two exit-gates along the perimeter of the school that will be used for any evacuation and/or reunification purposes.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.5	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	1.0

\* 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.

### 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	16	2			25		2		19	2		
1	22		2		19	2			26		2	
2	24		2		21	1	1		25		1	
3	29		2		26		2		26		2	
4	32		1		29		2		27		2	
5	30		2		66		1	1	54		2	1
6	80		2	3	87		3	1	109		2	1
Other**												

\*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.

### 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/](http://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	4967.97	91.36	4876.60	62841.82
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	193.9	-6.2
School Site/ State	-83.8	-23.6

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 through before-school tutoring. 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)

Rate for Branch Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Lucia Mar Unified School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

#### 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.

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

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.