



# Fairgrove Elementary School

2101 The Pike • Grover Beach, CA 93433 • (805) 474-3740 • Grades K-6

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



### Lucia Mar Unified School District

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#### 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

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Superintendent

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Assistant Superintendent, Human  
Resources

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Assistant Superintendent,  
Curriculum, Instruction &  
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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 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.

Fairgrove Elementary School is located on the central coast of California. It is one of eleven elementary schools in the Lucia Mar Unified School District. Fairgrove serves 455 transitional kindergarten through sixth-grade students. Fairgrove Elementary School also hosts for the San Luis Obispo County Office of Education Deaf/Hard of Hearing Program. While the Deaf-Hard of Hearing Program is independent of the instructional program provided at Fairgrove, some students are mainstreamed in general education classrooms. The entire Fairgrove Elementary School Community is honored to host this unique and special program. Fairgrove Elementary embraces the Lucia Mar Unified School District mission statement to "engage, challenge, and inspire students through the power of learning" and provides all students a standards-aligned academic program based on the current California Content Standards. Fairgrove Elementary staff is dedicated to school improvement and meeting the needs of all Fairgrove Elementary School students. Fairgrove Elementary is a diverse learning community where students learn—it is also a school where teachers learn too. Fairgrove Elementary staff value effective professional development that is job-embedded, site-specific, data-driven, and based on the needs of both teachers and students. Teachers are provided ongoing professional development sessions in both grade-level and whole-school settings and work collaboratively in Professional Learning Communities (PLCs) to analyze student achievement using data from multiple common assessments. A central tenet of the Professional Learning Community (PLC) System at Fairgrove Elementary is that it be aligned to the California Common Content Standards and field tested to ensure efficacy prior to being presented in professional development sessions. Fairgrove Elementary School has implemented a PLC System aligned with the goals outlined in the Lucia Mar Unified School District's Local Control Accountability Plan (LCAP) as adopted by the governing boards of both LMUSD and San Luis Obispo County Office of Education. Professional development in grade-level PLC sessions for 2019-2020 is aligned to the California Common Core State Standards for English Language Arts and Mathematics, and English Language Development Standards. Thinking Maps™ have been successfully implemented at Fairgrove Elementary for several years and have aided students in developing their metacognitive skills. The Fairgrove Elementary staff is in its fifth year of implementing Thinking Maps Write from the Beginning ... and Beyond, a writing program aligned to Thinking Maps and designed specifically for elementary school students. Three additional curricular areas of focus for 2019-2020 include assisting students in better understanding how to complete English Language Arts and mathematics performance tasks, developing students' mathematics skills through the full implementation of "Number Corner" and "Number Talks", and providing teachers training on best practices in using technology for instruction/assessment. Fairgrove Elementary benefits greatly from a partnership with Cal Poly State University, San Luis Obispo. Many collegiate students have volunteered to work in classrooms or assist with Fairgrove Elementary School's Family STEM Night.

In addition to a professional development system, Fairgrove Elementary has implemented additional programs for students, staff, and the larger school community. During the 2016-2017 school year, the entire school implemented The Daily 5, a framework for structuring literacy time to assist students in improving reading and writing skills. Teachers worked individually and collaboratively with grade-level peers to effectively implement The Daily 5 to help their students develop reading, writing, and independent working skills. The structure requires students to "Read to Self", "Work on Writing", "Read to Someone", "Listen to Reading", and complete "Word Work." During the 2017-2018 school year, the entire school implemented The Literacy CAFE™ System. Teachers utilize the system regularly when providing guided-reading instruction and conferring with students. The system helps students understand and master four key components of successful reading: comprehension, accuracy, fluency, and expanding vocabulary. The implementation of The Daily 5 (structure) and The Literacy CAFE™ System have significantly impacted the reading instruction program at Fairgrove for all students in grades TK through six.

Fairgrove Elementary offers several enrichment opportunities. Gifted and talented students work on special projects, in language arts, mathematics, science, and technology. Students in grades TK, K, 1, 2, 4, and 5 receive weekly music instruction sponsored by both Fairgrove Elementary School's Parent Teacher Organization (PTO) and Lucia Mar Unified School District. Students in grade six may participate in the band program sponsored by Lucia Mar Unified School District if interested. Students also participate in a variety of field trips appropriate to their grade level and curricular focus. During the 2017-2018 school year, the staff at Fairgrove Elementary created and implemented "Exploration Pathways"—a unique instructional program designed to allow students opportunities to explore different mini-elective courses throughout the school year. All teachers created an "Exploration Pathway" designed to introduce students to some of the 15 Career Technical Education Industry Sectors outlined in California's Career Technical Education Model Curriculum Standards. There are three Exploration Pathways sessions scheduled for 2019-2020. Each is comprised of four individual one-hour sessions. Courses include introduction to Breakout Edu, Coding, and Visual and Performing Arts.

A Response to Intervention (RTI) model was created to meet students' academic and behavioral needs. Teachers meet monthly in grade-level teams to analyze and discuss individual student progress. Students who experience difficulties with grade-level instruction are placed in small intervention groups or invited to attend after-school assistance programs such as Rosetta Stone for English Learners, homework groups, and individual teacher tutoring. Fairgrove Elementary utilizes Positive Behavioral Interventions and Supports (PBIS) to address behavioral concerns. A school-wide Positive Behavioral Support System was implemented in the 2018-2019 school year. The "RICE System" is an expansion of a student-led initiative at Fairgrove Elementary School and is based on four attributes: Respect, Integrity, Cooperation, and Empathy. Staff members and Fairgrove Leadership Council (FLC) students recognize positive behaviors. Students receive a "RICE Slip" in acknowledgment for demonstrating one of the four key attributes of a quality Fairgrove student. Students share the information with their families and are eligible to participate in prize drawings. At the end of each trimester, teachers select and acknowledge four students who represent one of the key attributes in trimester assemblies. Depending on the success of academic and behavioral interventions, students may be recommended to Fairgrove Elementary's Student Success Team (SST) for further review and/or examination. Also utilized in all grades is Second Step, a program aligned to RTI and PBIS that assists teachers in integrating social-emotional learning into their classrooms. Fairgrove Elementary also hosts parent or family nights during which parents are provided information about general school expectations and opportunities for families to explore/engage in activities aligned to California Content Standards particularly in the areas of reading and mathematics.

Our learning community takes great pride in the academic successes of our students. The extended Fairgrove Elementary School Community includes an active Parent-Teacher Organization (PTO) which hosts several school community events including assemblies and family nights. The PTO also fundraises on behalf of the school to provide support to staff and students by providing enrichment programs, field trips, and music instruction in grades TK-2. Fairgrove is also fortunate to have parents volunteer weekly in classrooms. All staff members greatly value parent participation in the school program.

There are many indicators of success in this SARC. Please call our school office if you wish to participate in any organized opportunities for parent involvement or if you have any questions about the contents of this report.

Fairgrove Elementary School's Mission Statement: To engage, challenge, and inspire students through the power of learning.

### 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	95
Grade 1	74
Grade 2	65
Grade 3	62
Grade 4	59
Grade 5	51
Grade 6	70
<b>Total Enrollment</b>	<b>476</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	2.1
Hispanic or Latino	56.9
White	35.5
Two or More Races	3.6
Socioeconomically Disadvantaged	59.5
English Learners	24.2
Students with Disabilities	17
Foster Youth	1.1
Homeless	7.8

## 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 Fairgrove Elementary School	17-18	18-19	19-20
With Full Credential	26	28	27
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lucia Mar Unified School District	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 Fairgrove 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	1

\* 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
Reading/Language Arts	<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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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>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</p> <p><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><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>	

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)

Fairgrove Elementary School provides a safe, clean environment for learning. Built in 1962 and modernized in 2002, Fairgrove Elementary School is situated on 9.4 acres. The school buildings span 40,273 square feet, consisting of 29 classrooms, the Learning Center, administration offices, and a multi-purpose room with a kitchen. The facility strongly supports teaching and learning through its ample classroom and playground space.

In the Summer of 2017, the front sidewalks and the side parking lot were replaced/repaved. A sewer replacement and data/comm infrastructure upgrade will be completed in 2018. A new Outdoor Learning Center is in the planning stage, and specs are being created for a new water supply.

Fairgrove 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: 8/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Girls Restroom 15: 2.) Vent cover needed
<b>Interior:</b> Interior Surfaces	Fair	Room 16: 4.) Worn paint Room 24: 4.) Worn paint Room 26: 4.) Holes in pinnable 13.) Stained ceiling tiles Room 29: 4.) Torn pinnable Room 4: 4.) Stains at mod line and stained ceiling tiles 14.) Ramp rusted Room 6: 4.) Stains at mod line 14.) Ramp rusted
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boys Restroom 9: 8.) Missing urinal
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Room 25: 13.) Stained ceiling tiles 14.) Ramp deteriorating Room 26: 4.) Holes in pinnable 13.) Stained ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 25: 13.) Stained ceiling tiles 14.) Ramp deteriorating Room 27: 14.) Ramp deteriorating Room 3: 14.) Ramp rusted Room 4: 4.) Stains at mod line and stained ceiling tiles 14.) Ramp rusted Room 5: 14.) Ramp rusted Room 6: 4.) Stains at mod line 14.) Ramp rusted
<b>Overall Rating</b>	<b>Good</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

### 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	44	50	54	56	50	50
Math	39	41	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	21.3	17.0	23.4

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	231	229	99.13	50.22
Male	104	103	99.04	45.63
Female	127	126	99.21	53.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	145	144	99.31	39.58
White	72	71	98.61	70.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	46.58
English Learners	72	72	100.00	25.00
Students with Disabilities	43	42	97.67	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	24	24	100.00	0.00

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.

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.

**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	231	229	99.13	41.05
Male	104	103	99.04	42.72
Female	127	126	99.21	39.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	145	144	99.31	27.08
White	72	71	98.61	67.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	36.65
English Learners	72	72	100.00	15.28
Students with Disabilities	43	42	97.67	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	24	24	100.00	0.00

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 community members are very supportive of the educational program at Fairgrove Elementary School. Fairgrove Elementary School welcomes parents and community members to activities held throughout the year including Back-to-School Night, PTO Meetings, Turkey Trot, Principal's Coffee and Tea, Family Nights, Open House, Jog-A-Thon, and various school activities/performances. Parents are informed of school events through the Fairgrove Elementary School Community Falcon Tweets, website, email, messaging platforms, parent/student handbook, and regular teacher communications via newsletters and social media. Teachers host parent conferences twice each year to assist parents in learning how they can best support the academic and social growth of their child. Parent involvement in education is critical--Fairgrove Elementary encourages parents to become involved in their child's education by assisting their child at home and volunteering in the classroom. Parents may also attend and participate in meetings of the Parent-Teacher Organization (PTO), Schoolsite Council (SSC), and English Learner Advisory Committee (ELAC). Numerous PTO-sponsored fundraisers greatly enhance the educational program at Fairgrove Elementary School. Fundraisers support music classes, field trips, assemblies, library books, classroom projects and supplies, reading incentives, and campus beautification. Fairgrove Elementary School's PTO is an active and integral component of the school program.

Parents who wish to volunteer or participate in Fairgrove Elementary School's committees and school activities may contact Principal Carol Littlefield-Halfman and/or PTO President Sabrina Burpee at (805) 474-3740.

**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 School Safety 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 November 2018.

Fairgrove Elementary's 2019 Comprehensive School Safety Plan was adopted by Fairgrove's Schoolsite Council on October 23, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.3	2.8
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	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.8
Other	.7

\* 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	24		4		22	1	3		19	3	2	
1	22		3		24		3		24		3	
2	20	2	1		25		2		21		3	
3	23		2		27		3		20	2	1	
4	31		2		26		1		29		2	
5	29		3		31		3		23		6	
6	148		2	1	43	2	17	1	72	1	2	7
Other**	9	2			9	1			8	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.

### 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	4804.93	598.79	4206.14	58299.03
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	193.0	-13.7
School Site/ State	-95.9	-31.0

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.