



Arroyo Grande High School

495 Valley Rd. • Arroyo Grande, CA 93420 • (805) 474-3200 • Grades 8-12

Dan Neff, Principal

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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

District Governing Board

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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 for parents and other interested people, a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Arroyo Grande High School serves students from the communities in and around the city of Arroyo Grande, located along the picturesque coastline of San Luis Obispo County. The school is one of three comprehensive high schools in the Lucia Mar Unified School District.

Arroyo Grande High School has been recognized as a California Distinguished High School and a Blue Ribbon School. AGHS has also been recognized as one of the best high schools in the country by The Washington Post, Newsweek, and U. S. News and World Report. Establishing this high level of success requires good communication and a sense of partnership between parents, staff, and students.

The staff at Arroyo Grande High School is committed to providing our students with a supportive and nurturing learning environment. Expectations for student behavior and academic achievement are high. Our graduates leave the high school with the skills and knowledge necessary to be successful in college and the world of work.

Arroyo Grande High School offers outstanding academic programs to all students. Staff members firmly believe every student can be successful in school, and work together to provide the support necessary so every student can meet the school's high expectations. While at Arroyo Grande, students have access to a rich core curriculum, college preparatory courses and activities, career transition programs, and numerous extracurricular activities and sports programs. All students receive the same curriculum opportunities and enrichment options.

School Mission Statement

Arroyo Grande High School, as a comprehensive high school, will provide students the opportunity to reach their highest level of personal and intellectual well-being by creating a learning environment that empowers students to become productive and responsible individuals in our changing world. The staff at Arroyo Grande High School strives to serve our community by being an attentive, knowledgeable, and invested staff to ensure our students are college and career ready.

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
Grade 7	1
Grade 8	1
Grade 9	547
Grade 10	510
Grade 11	491
Grade 12	503
Total Enrollment	2,053

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	1.4
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.2
White	55.1
Two or More Races	3.4
Socioeconomically Disadvantaged	38.7
English Learners	3.2
Students with Disabilities	13.2
Foster Youth	0.2
Homeless	5.2

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 Arroyo Grande High	17-18	18-19	19-20
With Full Credential	100	107	94
Without Full Credential	4	5	6
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 Arroyo Grande High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	0	1
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 1299 1544 1329">The textbooks listed are from most recent adoption: Yes</p> <p data-bbox="446 1329 1544 1329">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)

Arroyo Grande High School provides a safe, clean environment for learning. Built in 1950, Arroyo Grande High School is situated on 58.90 acres. The school buildings span 209,011 square feet, consisting of more than 100 classrooms, band and choir rooms, extensive physical education facilities, a library, Internet labs, and other subject-specific labs such as foreign language and math.

A new cafeteria, student center, and multipurpose wing were completed in the summer of 2008. A new agricultural facility including 6 new classrooms was added in 2012, and the Career Technical Education Facility, including automotive facilities, were renovated. In the summer of 2017, 126 windows were replaced, as was the gym roof. A new band/choir room is in the final planning stages.

Arroyo Grande High School is an open campus. Parents and visitors are welcomed to campus, and are 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 is the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis, as well as run a scheduled maintenance program in order to provide a suitable learning environment. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A summary of these standards is available at the school and the District office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 605:
Interior: Interior Surfaces	Fair	Boys Locker Room: 4. holes & cracking at floor finish; wall texture broken & peeling @ RR Boys Restroom 500: 4. peeling paint at stall Boys Restroom 900: 4. missing wall tiles near urinals 8. missing toilet/urinal Boys Restroom Gym/behind: 4. cracked paint/broken wall texture 5. dirty wall texture broken & peeling @ RR Girls Restroom 931: 14. DF drain clogged 4. damaged wall tile/wall texture Office: 4. Room 144 Stain ceiling tile 4. Stain tile @ 137 Portable 917: 4. ripped pinnable & missing vinyl base board (apx. 24') Portable 955: 4. stains at modline Portable 960: 4. Holes in ceiling tile 14. ramp rotting at base Portable A6: 4. torn ceiling tiles Portable A7: 4. torn pinnable Room 202: 13. stained ceiling tile 4. holes in wall Room 205: 4. missing baseboard Room 206: 4. missing baseboard

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 303: 4. cracked plaster Room 304: 4. ceiling tiles loose Room 308: 4. loose ceiling tiles Room 402: 4. chipped floor tiles Room 403: 4. cracked floor tiles Room 504: 4. torn pinnable & damaged wall tile Room 510: 4. torn pinnable/cracked floor tile Room 603: 4. torn / ripped ceiling tile Room 604: 4. small area of peeling paint Room 606: 4. section of paneling missing Room 705: 4. cracked wall plaster Room 707: 4. cracked floor tiles Room 708: 4. peeling paint Room 806 (Library): 4. missing ceiling tile Room 807: 4. missing ceiling tile Room 864: 4. ceilig tiles damaged throughout Room 912: 4. small sections of peeling paint Room 928: 4.damaged wall finish Room 931: 4.cracked/peeling walll paint Room 933: 4. base missing/damaged 9. DF doesn't work Room 937: 4.floor tiles cracked
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good Fair	Boys Restroom Gym/behind: 4. cracked paint/broken wall texture 5. dirty wall texture broken & peeling @ RR Room 704: 5. cluttered Room 808: 5. cluttered Room 809: 5. cluttered 13. stained ceiling tiles 15. door needs replacement Room 865: 5. cluttered
Electrical: Electrical	Good	Boys Restroom 300: 7. missing cover on ceiling 15. door sticks Portable 916: 7. right rear light out 13. stained ceiling tiles Portable 953: 7.light is out Portable 963: 7. switch cover broken 15. door heavily corroded at bottom section Room 203: 4. cracked paint 7. missing cover 13. stained ceiling tile Room 857: 7. missing light cover Room 908: 7. Light cover missing Room 937: 4.floor tiles cracked 7.light out in hallway 9.drinking fountain doesn't work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom 900: 4. missing wall tiles near urinals 8. missing toilet/urinal Boys Restroom 931: 8.missing one urinal, missing diffuser Girls Restroom 900: 9. missing one sink 8. floor drain unsecure Room 203: 9. HI DF doesn't work Room 933: 4. base missing/damaged 9. DF doesn't work

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Room 707: Uumarked open containers by sink with substance in them Room 809: Unmarked bottles, Eye wash station blocked, Ceiling tiles stained
Structural: Structural Damage, Roofs	Good	Office: 4. Room 144 Stain ceiling tile 4. Stain tile @ 137 Portable 916: 13. stained ceiling tiles Room 202: 13. stained ceiling tile 4. holes in wall Room 407: 13. stained ceiling tiles Room 809: 5. cluttered 13. stained ceiling tiles 15. door needs replacement Room 931: 4.cracked/peeling walll paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls Restroom 931: 14. DF drain clogged 4. damaged wall tile/wall texture Girls Restroom Pool: 15. door heavily corroded Portable 959: 15. lock very difficult to operate Portable 960: 4. Holes in ceiling tile 14. ramp rotting at base Room 204: 14. cluttered @ exterior Room 809: 5. cluttered 13. stained ceiling tiles 15. door needs replacement
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	63	55	54	56	50	50
Math	33	34	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
9	10.3	25.7	50.1

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	469	443	94.46	54.63
Male	242	229	94.63	46.29
Female	227	214	94.27	63.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	65.00
Filipino	--	--	--	--
Hispanic or Latino	170	163	95.88	38.65
White	252	234	92.86	62.39
Two or More Races	15	14	93.33	78.57
Socioeconomically Disadvantaged	190	175	92.11	41.14
English Learners	39	39	100.00	7.69
Students with Disabilities	61	55	90.16	12.73
Foster Youth	--	--	--	--
Homeless	21	20	95.24	4.76

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	475	457	96.21	33.92
Male	247	238	96.36	30.67
Female	228	219	96.05	37.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	75.00
Filipino	--	--	--	--
Hispanic or Latino	172	168	97.67	22.02
White	256	243	94.92	37.45
Two or More Races	15	14	93.33	35.71
Socioeconomically Disadvantaged	194	184	94.85	22.83
English Learners	41	41	100.00	2.44
Students with Disabilities	62	56	90.32	5.36
Foster Youth	--	--	--	--
Homeless	22	21	95.45	4.55

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 are very supportive of the program at Arroyo Grande High School. Parents may become involved in their child's education in numerous ways, such as volunteering in the office, providing supervision, and acting as guest lecturers. Organized groups for parent involvement include the Boosters, School Site Council (SSC), AGHS Athletics Foundation, and the English Learner Advisory Committee. Parents and community members are invited to many school activities and events held throughout the year including parent conference night, Back-to-School Night, Freshmen Parent Night, athletic events, and student performances. Parents are also kept informed of school events through automated phone calls, a school website, daily bulletins on the school's Website, emails, digital fliers, and various announcements via the school's social media accounts. Parents can keep an up-to-date status on their student's grades through the school's ABI online grading program known as Homelink. Partnerships with the community greatly enhance the educational program at the school. Community partners include the Elks Club, Five Cities Men's Club, Rotary Club, Optimist Club, Kiwanis, the Arroyo Grande Police Department, and many more.

I strongly encourage you to stay involved with our school and your child's education. Parents who wish to volunteer or participate in Arroyo Grande High School's committees and school activities should contact the Principal's Secretary, Rocio Palacios, at (805) 474-3200 extension 2280.

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 school wide 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 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	2.7	3.8
Expulsions Rate	0.6	0.4	0.8

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*	410.6

* 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	31	30	30	23	32	36	24	22	39	26	28
Mathematics	23	28	41	15	23	33	41	15	23	33	44	12
Science	24	18	25	10	23	15	38	4	24	18	37	4
Social Science	25	23	22	31	23	27	27	21	22	32	22	24

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

Professional Development provided for Teachers

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	5281.16	330.30	4950.86	64036.67
District	N/A	N/A	100	\$68,618.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	192.1	-4.3
School Site/ State	-84.2	-21.8

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Arroyo Grande High School	2015-16	2016-17	2017-18
Dropout Rate	2.9	2	3.4
Graduation Rate	96.3	95.3	93.9

Rate for Lucia Mar Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.2	4.1	3.6
Graduation Rate	93.1	91.2	92.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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	991
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	55%

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.

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	97.13
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	51.51

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	19	N/A
All courses	51	29.2

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

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

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.