



Nipomo High School

525 N. Thompson Rd. • Nipomo, CA 93444 • (805) 474-3300 • Grades 8-12

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



Lucia Mar Unified School District

602 Orchard St.
Arroyo Grande, CA 93420
(805) 474-3000
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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

District Administration

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



Lucia Mar Unified School District:

Vision: Lucia Mar will become the model school district for 21st Century Learning in the nation.

Mission: To engage, challenge and inspire students through the power of learning.

Values: Resilience, Excellence and Personal Best, Integrity, Teamwork, and Innovation

Skills: Communication, Problem Solving and Critical Thinking, Technology, Self-Direction, Teamwork/Collaboration/Cooperation, Innovation/Imagination/Creativity, and Global Awareness / Second Language.

Adopted by the LMUSD Governing Board, June 2010

Nipomo High School:

Core Values: NHS staff is guided by the belief that teaching makes a difference and by the core values of...

Accountability: We hold the Nipomo High community to high standards of responsibility, as reflected in our assessments and intervention.

Collaboration: We operate as partners to establish and advance common practices, common grading, shared knowledge initiative and a spirit of teamwork.

Community: We value a working environment where communication, respect and commitment are supported and celebrated.

High Expectations: We are committed to the belief that teachers can manifest excellence, that all students can learn at high levels (their personal best) and all are benefitted by a learning environment that challenges them and holds them accountable.

Vision: "As responsible citizens, graduates of Nipomo High School navigate the changing world, pursue learning, demonstrate accountability, and contribute positively to the global community."

Mission: "The mission of Nipomo High School is to provide a safe, structured environment which enables high levels of relevant learning for all students, empowering them to realize their full potential as productive citizens in our changing world, drawing upon the unique resources of the local community and new innovations in science, technology, and the arts."

Student Learner Outcomes:

An Effective Communicator - Exhibits ability in language through multiple media to develop a point-of-view that is well organized and focused; listens effectively to decipher meaning.

A Critical Thinker - Diligently uses sound reasoning to identify, understand, analyze, and evaluate information in order to make decisions, solve problems and establish beliefs.

A Creative Thinker - Imagines and innovates beyond the regular established patterns, rules and ideas, to develop something original that is expressive, meaningful, useful, and/or aesthetically pleasing.

A Collaborative Learner - Cooperates and contributes as a member of a productive group, interacting respectfully and flexibly with diverse teammates, and uniting with others to achieve a goal.

A Self-Directed Learner - An independent learner who utilizes time and manages workload efficiently, and who monitors, defines, prioritizes, and completes tasks without direct oversight.

Core Values and Vision adopted by NHS Staff, May 2015

Mission adopted by NHS Staff, Spring 2012

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	1
Grade 9	242
Grade 10	246
Grade 11	237
Grade 12	190
Ungraded Secondary	4
Total Enrollment	920

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.8
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.4
White	33.3
Socioeconomically Disadvantaged	67.6
English Learners	7.6
Students with Disabilities	17.1
Foster Youth	0.9

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			
Nipomo High School	16-17	17-18	18-19
With Full Credential	55	53	50
Without Full Credential	2	3	4
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	557
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Nipomo High School	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	2	0	0

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

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

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

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

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

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

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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Pearson - Economics (Grade 12) Adopted in 2018</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Pearson - American Government (Grade 12) Adopted in 2018</p> <p>Pearson - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2018</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Pearson-Prentice Hall - Psychology Main Ed. (Grades 9-12) Adopted in 2018</p> <p>HMH - Sociology (Grades 9-12) Adopted in 2018</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Nipomo High School provides a safe environment for learning. Built in 2000, Nipomo High School is situated on eighty-six acres. As a California school, Nipomo High School complies with the Williams Act that ensure we maintain adequate facilities to support student learning. Although most of the classrooms on the NHS campus are portables, the campus is in great condition and extremely clean. Staff and students take great pride in the cleanliness of the campus and its presentation to the community.

A new Career Technical Education "Ag Island" complex including four classrooms, a welding facility and restroom module was constructed in 2017 to replace three portables and a large metal building previously used for agriculture classes.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Locker Room: 2. Shower valves not working 4. L wall damaged Girls Locker Room: 2. Shower valves not working 4. tile damaged
Interior: Interior Surfaces	Fair	Boys Locker Room: 2. Shower valves not working 4. L wall damaged Girls Locker Room: 2. Shower valves not working 4. tile damaged Gym: 4. cracked floor tile Office: 4. cracked ceiling tile 4. missing ceiling tile @ room 40 4. cracked ceiling tile outside #17 13. paint bubble @ center hallway Room 107: 4. Missing base Room 119: 4. excessive wall covering Room 125: 4. Carpet seam coming apart Room 129: 4. carpet stained / torn 4. missing base Room 134: 4. missing base Room 153: 4. Damaged ceiling tiles 4. walls damaged

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 154: 4. Damaged ceiling tiles 4. walls damaged Room 20 Hall: 13. stained ceiling tile 4. missing floor tiles Room 200 Foundry: 2. Missing vent covers Room 30-B: 4. missing floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 101: 5. cluttered Room 105: 5. very cluttered Room 151: 5. cluttered
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 40-D: 9. leaking faucets
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Kitchen: 13. stain ceiling tile; paint bubble Office: 4. cracked ceiling tile 4. missing ceiling tile @ room 40 4. cracked ceiling tile outside #17 13. paint bubble @ center hallway Room 20 Hall: 13. stained ceiling tile 4. missing floor tiles Room 40-A: 13. stained ceiling tile Room 50 Library: 13. Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 113: 15. door corroded & rusted / handle is loose Room 114: 15. door rusted
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	52.0	52.0	54.0	48.0	50.0
Math	30.0	25.0	37.0	39.0	37.0	38.0

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.7	22.9	39.2

* 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	218	214	98.17	51.87
Male	112	110	98.21	46.36
Female	106	104	98.11	57.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	138	98.57	41.30
White	70	69	98.57	72.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	143	97.28	41.96
English Learners	27	25	92.59	8.00
Students with Disabilities	27	27	100.00	18.52

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	221	214	96.83	25.23
Male	115	110	95.65	30
Female	106	104	98.11	20.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	138	97.87	15.22
White	71	69	97.18	44.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	143	96.62	18.18
English Learners	27	25	92.59	0
Students with Disabilities	30	27	90	7.41

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Nipomo High School provides several formal and informal opportunities for parental involvement. Our formal opportunities include the NHS School Site Council and English Learner Advisory Committee as well as their district counterparts (DAC and DELAC). Parents can also become involved with our NHS Boosters and Friends of Ag Booster to support various programs and activities on the Nipomo Campus. Each year NHS conducts report card nights, open house and evening conferences and trainings to encourage parent and staff relationships and ways to support their student(s). In the Fall of 2017, Nipomo HS began coordinating and conducting a series of Parent Education Programs (PEP Talks) on a variety of topics and in cooperation with schools serving the community of Nipomo as well as other regional resources. All NHS student and parents can gain access to HomeLink which enables the user to monitor student academic performance, attendance and behavior. Nipomo High School, as well as, several of it's subsidiary organizations have a social media presence and information web sites.

State Priority: School Climate

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

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

School Safety Plan

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

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.6	5.3	3.7
Expulsions Rate	0.5	0.3	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	3.3	3.3	2.6
Expulsions Rate	0.2	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.6
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0.05
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	375

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	20.0	20.0	22.0	25	23	19	16	25	25	10	4	2
Mathematics	22.0	23.0	24.0	16	14	11	23	21	24	2	4	3
Science	21.0	17.0	19.0	9	18	12	14	14	11			
Social Science	21.0	20.0	23.0	12	16	11	14	14	9	8	7	10

* 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

Professional development at Nipomo High School is aligned to the Local Control Accountability Plan (LCAP) and the Lucia Mar Unified School District Strategic Plan with the emphasis on student achievement and implementation of Common Core State Standards. NHS department heads facilitate much of the professional development offered on site. LMUSD has provided Understanding By Design and Professional Learning Community P.D. to support the implementation of CCSS and best practices through collaborative work. We continue to reflect upon student achievement and effective 2017-18 LMUSD has contracted with Illuminate as a data management system to progress monitor student learning through more frequent common formative assessments and cycles of inquiry. LMUSD and NHS also reflect upon standardized assessments such as CAASPP, CELDT, MAP (8th Grade), SAT, PSAT and ASVAB results as indicators of student College and Career readiness while using AP results to measure college rigor and readiness. Professional development opportunities continue to be available for AVID, AP, Career Technical Education, Co-Teaching, Activities, ELD and RtI.

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

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

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 for research-based best instructional practices
- Intervention programs for Reading, Writing, Math, and behavior.
- Intensive instructional services including Reading Labs and Foundational Math Skills.
- English language development and support.
- 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
- Project Teen Health

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)			
Nipomo High School	2014-15	2015-16	2016-17
Dropout Rate	7.1	2.6	3.7
Graduation Rate	90.9	94.8	90.7
Lucia Mar Unified School District	2014-15	2015-16	2016-17
Dropout Rate	7.0	4.2	4.1
Graduation Rate	90.5	93.1	91.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5291.20	232.	5059.21	59437.29
District	◆	◆	100	\$66,843
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			192.2	-11.7
Percent Difference: School Site/ State			-78.1	-29.1

* Cells with ◆ do not require data.

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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	521
% 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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	2	◆
Foreign Language	1	◆
Mathematics	3	◆
Science	4	◆
Social Science	7	◆
All courses	21	25.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	89.9	93.0	88.7
Black or African American	80.0	85.7	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	50.0	83.3	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	89.8	89.6	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	92.3	95.1	92.1
Two or More Races	83.3	100.0	91.2
Socioeconomically Disadvantaged	93.2	94.0	88.6
English Learners	66.7	72.4	56.7
Students with Disabilities	69.1	73.7	67.1
Foster Youth	0.0	75.0	74.1

Career Technical Education Programs

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

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

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

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

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

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

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

ARROYO GRANDE HIGH SCHOOL

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

NIPOMO HIGH SCHOOL

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

CENTRAL COAST NEW TECH HIGH

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

Addressing the CTE needs of all students

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

Evaluating CTE Programs

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

Career preparation courses offered at Arroyo Grande High School include:

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

Career preparation courses offered at Nipomo High School include:

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

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

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

Pathway Graduation Requirements

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

Pathways include the following:

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

DataQuest

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

Internet Access

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