



# Fairgrove Elementary School

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

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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.  
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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**  
Hillery E. Dixon  
**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Jennifer Handy  
**Director, Special Education**



### 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 480 transitional kindergarten through sixth-grade students. Fairgrove Elementary School also serves as the host 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 school 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 2018-2019 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 and improving students' ability to communicate their thinking both orally and in written formats. The Fairgrove Elementary staff is in its fourth 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 2018-2019 include assisting students in better understanding how to complete English Language Arts and mathematics performance tasks, developing mental math skills through the full implementation of "Number Corner", learning how to effectively communicate their thinking, and providing students multiple Science, Technology, Engineering, & Mathematics (STEM) experiences. 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 Community 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 Fairgrove Elementary School's Parent Teacher Organization (PTO). 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 2018-2019. Each is comprised of four individual one-hour sessions. Courses include Introduction to American Sign Language, Art, Economics, Engineering, 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 has been 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 Study 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.

Our 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	74
Grade 2	64
Grade 3	68
Grade 4	50
Grade 5	75
Grade 6	78
<b>Total Enrollment</b>	<b>498</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.2
Filipino	1.6
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.0
White	34.5
Socioeconomically Disadvantaged	65.7
English Learners	22.5
Students with Disabilities	15.1
Foster Youth	0.0

## 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			
Fairgrove Elementary School	16-17	17-18	18-19
With Full Credential	27	26	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fairgrove Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: 2017-2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<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>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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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
<b>Science</b>	<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 &amp; 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><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b>    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
<b>History-Social Science</b>	Harcourt - Reflections (Grades K-6) Adopted in 2007
	TCI - Ha! Medieval World & Beyond (Grade 7) Adopted in 2018
	TCI - Ha! US Through Industrialism (Grade 8) Adopted in 2018
	Pearson - World History (Grade 10) Adopted in 2018
	McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 2018
	Norton - AP US History "Give Me Liberty" (Grade AP 11) Adopted in 2018
	Cengage - Western Civilization AP Ed (Grade AP 11) Adopted in 2018
	Pearson - US History (Grade 11) Adopted in 2018
	Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007
	Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014
	Pearson - Economics (Grade 12) Adopted in 2018
	TCI - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010
	Pearson - American Government (Grade 12) Adopted in 2018
	Pearson - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2018
	Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004
	Pearson-Prentice Hall - Psychology Main Ed. (Grades 9-12) Adopted in 2018
	HMH - Sociology (Grades 9-12) Adopted in 2018
<b>The textbooks listed are from most recent adoption:</b> Yes	
<b>Percent of students lacking their own assigned textbook:</b> 0%	

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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>
<b>Health</b>	<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: 11/5/2018		
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 Room 29: 4) Torn pinnable
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room 3: Missing light covers
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 8: 9) Drinking fountain doesn't work
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 12: 10) Fire xt needs hanger
<b>Structural:</b> Structural Damage, Roofs	Good	Room 18: 13) Stained ceiling tiles Room 25: 13) Stained ceiling tiles 14) Ramp deteriorating
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 25: 14) Ramp deteriorating Room 27: 14) Ramp deteriorating Room 3: 14) Ramp rusted Room 4: 14) Ramp rusted Room 5: 14) Ramp rusted Room 6: 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

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	40.0	44.0	52.0	54.0	48.0	50.0
Math	31.0	39.0	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
5	23.3	21.9	26.0

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	260	256	98.46	44.14
<b>Male</b>	127	125	98.43	41.60
<b>Female</b>	133	131	98.50	46.56
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	161	158	98.14	37.97
<b>White</b>	83	82	98.80	56.10
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	177	175	98.87	37.14
<b>English Learners</b>	96	94	97.92	29.79
<b>Students with Disabilities</b>	51	49	96.08	20.41
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	260	253	97.31	39.13
Male	127	124	97.64	39.52
Female	133	129	96.99	38.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	157	97.52	35.03
White	83	80	96.39	51.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	173	97.74	33.53
English Learners	96	94	97.92	27.66
Students with Disabilities	51	47	92.16	14.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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)**

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 school's newsletter, website, email, messaging platforms, parent/student handbook, and regular teacher newsletters. 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 volunteering in the classroom. Parents may also attend and participate in meetings of the Parent-Teacher Organization (PTO), School Site 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 Co-Presidents Sabrina Burpee and Lauren Young 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.2	1.4
Expulsions Rate	0.0	0.0	0.0
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	0.00
Counselor (Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	24	24	22			1	4	4	3			
1	25	22	24				2	3	3			
2	23	20	25		2		2	1	2			
3	21	23	27				3	2	3			
4	27	31	26				3	2	1			
5	27	29	19				2	3	3			
6	28	28	23	1		2	3	2	1			
Other	10	9	9	2	2	1						

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

**Professional Development provided for Teachers**

Lucia Mar Unified School District (LMUSD) invests time and resources in ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. Previously mentioned, Fairgrove Elementary is not only a school where students learn—it is a school where teachers learn too. From August 2011, through June 2015, Fairgrove Elementary School implemented The System for Teacher and Student Advancement (TAP). Teachers met weekly for one hour of research-based professional development provided by a Master Teacher trained by the National Institute for Excellence in Teaching (NIET) and LMUSD personnel. The TAP System was implemented because of the documented impact the system has on improving instruction. An instructional rubric defined and guided all professional development which focused on both teacher- and student-based instructional strategies specific to the needs of Fairgrove Elementary staff and students. As a result of implementing The TAP System, Fairgrove Elementary staff learned the critical attributes of professional development and continues to value effective professional development. Teachers are provided hour-long 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. Professional development is job-embedded, site-specific, data-driven, and based on the needs of both teachers and students. A central tenet of the Professional Learning Community (PLC) System at Fairgrove is that it be aligned to the California Content Standards and field tested to ensure efficacy prior to being presented in professional development sessions. Teachers receive "new learning" and are provided "development time" during each PLC session.

Fairgrove Elementary School's Instructional Leadership Team (ILT) has created and 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 2018-2019 is aligned with school and district goals and is provided in Late-Start Monday or minimum-day sessions. Professional development for the 2018-2019 school year is also aligned to the California Common Core State Standards for English Language Arts and Mathematics. Professional development for 2018-2019 specifically focuses on (1) implementation of The Daily 5 (a framework for structuring literacy education), (2) Implementation of CAFE (the system taught within the structure of The Daily 5 which helps students understand and master the four key components of successful reading: comprehension, accuracy, fluency, and expanding vocabulary), (3) Thinking Maps Write from the Beginning and Beyond (narrative, informational), (4) communication and reasoning in mathematics (implementation of Fairgrove Elementary's Mathematics Performance Task System, Number Corner, and Talk Moves), (5) English Language Development (ELD) Standards, and (6) technology. If requested by individual teachers, the Teachers-On-Special-Assignment provide individualized support after each professional development session. Individualized support assists teachers in effectively transferring their "new learning" to their classrooms.

Lucia Mar Unified School District also provides professional development for teachers during the school day. Teachers participating in district-sponsored professional development are provided release time and substitutes. Teachers new to the profession receive support via the Teacher Induction Program (TIP).

Fairgrove Elementary School teachers understand and value the importance of professional reflection specifically related to the craft of teaching. At the beginning of the year, teachers created professional growth goals aligned to goals established for the school. Teachers are provided opportunities to reflect during PLC sessions. Teachers are informally and formally observed throughout the year. The California Standards for the Teaching Profession are utilized to provide feedback after observations with the intent of helping teachers become more effective and thoughtful practitioners.

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/](http://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
- 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.

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4666.27	601.13	4065.14	58299.03
District	◆	◆	75	\$66,843
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			192.8	-13.7
Percent Difference: School Site/ State			-95.9	-31.0

\* 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.