



# Central Coast New Tech High School

525 N. Thompson Rd. • Nipomo, CA 93444 • (805) 474-3350 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Lucia Mar Unified School District

602 Orchard St.  
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www.luciamarschools.org

#### District Governing Board

Chad Robertson, President  
Vicki Meagher, Vice President  
Dee Santos, Clerk  
Vern Dahl, Member  
Colleen Martin, Member  
Mark Millis, Member  
Don Stewart, Member

#### District Administration

Raynee J. Daley, Ed.D  
**Superintendent**  
Andy Stenson  
**Assistant Superintendent, Business**  
Charles Fiorentino  
**Assistant Superintendent, Human Resources**  
Ron Walton  
**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Paul Fawcett  
**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 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.

Central Coast New Tech High School serves students from the communities in and around the District, including the Five Cities and Nipomo areas. It also draws students from beyond the Lucia Mar Boundaries including students from Santa Maria, Orcutt, and San Luis Obispo. The school is one of three high schools in the District, including Arroyo Grande and Nipomo High School.

The staff at Central Coast New Tech High School is committed to facilitating the growth of their students, both in the academic and social realms. High expectations are held for both students and staff in the areas of academics and behavior so that our students are well prepared to be successful as they move on into college and careers.

Central Coast New Tech High School believes in empowering and engaging learners to be resilient, adaptive, innovative and self-directed global citizens. The school offers a rigorous academic environment with college prep courses engaging students with authentic and relevant project-based learning or Problem Based Learning that not only focuses on academic content, but also fosters student growth in the 21st-century skills of collaboration, critical thinking, effective communication, technological literacy, and being a self-directed learner.

Why Central Coast New Tech High School?

Everything we do, we believe should empower and engage people to be resilient, adaptive, innovative, and self-directed.

### School Vision Statement

Igniting creativity. Empowering through authenticity. Learning for the 21st century.

### School Mission Statement

The mission of Central Coast New Tech High School is to provide an engaging, challenging, and inspiring environment through which our students become empowered to attain their full potential as a successfully contributing member of our 21st-century society. Through the focused effort of the students, staff, parents and community, students will use 21st-century skills and project-based learning to assess, innovate, and contribute to the advancement of our ever-changing world.

The Student Learning Environment is molded by the following School-wide Learning Outcomes:

**Knowledge and Thinking** - The ability to reason, problem-solve, make decisions, develop sound arguments, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

**Collaboration** - The ability to demonstrate effective communication, empathy, responsibility, initiative, and leadership in order to be a productive member of diverse teams

**Oral Communication** - The ability to make meaning from verbal messages and effectively communicate content knowledge and thinking through oral interactions and presentations.

**Written Communication** - The ability to effectively communicate content knowledge and thinking in a written format using discipline-appropriate organizational patterns and conventions.

**Agency** - The ability to reflect on the development of a growth mindset and purpose for learning as well as demonstrate self-monitoring, learning strategies, study habits, and active participation.

### 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	77
Grade 10	77
Grade 11	80
Grade 12	87
<b>Total Enrollment</b>	<b>321</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.9
Asian	1.6
Filipino	1.2
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0
White	70.4
Two or More Races	3.1
Socioeconomically Disadvantaged	26.2
English Learners	0
Students with Disabilities	10.3
Foster Youth	0.6

### 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			
	15-16	16-17	17-18
<b>Central Coast New Tech High School</b>			
With Full Credential	23	24	24
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
<b>Lucia Mar Unified School District</b>			
With Full Credential	◆	◆	523
Without Full Credential	◆	◆	18
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Coast New Tech High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

\* "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 2017-18)

Lucia Mar Unified School District held a public hearing Sept. 19, 2017, 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: 2016-2017	
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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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>Kenyon - 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>
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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<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)

Central Coast New Tech High School (CCNTH) opened in August of 2012 and provides a safe, clean environment for learning. Central Coast New Tech High School is situated on 3.4 acres next door to the Nipomo High School campus. The school buildings consist of eighteen classrooms, a multipurpose room, and administrative offices.

The facility strongly supports teaching and learning through its ample classroom and recreation space. Administrative staff are monitoring students and visible during all student break times. CCNTH is additionally supported by a full-time school resource officer from the San Luis Obispo County Sheriff's Department.

Central Coast New Tech High 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, recreation area, and the parking lots (before and after school) to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Room 910: 4) Missing ceiling tile 4) Torn pinnable Room 919: 4) Missing ceiling tiles Room 920: 4) Missing ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom 908: 15) Door does not open well Room 905: 15) Cracked window
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	70	90	50	52	48	48
Math	20	38	37	37	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	80	98.8	63.8
Male	53	53	100.0	66.0
Female	28	27	96.4	59.3
Hispanic or Latino	21	21	100.0	57.1
White	50	49	98.0	63.3
Socioeconomically Disadvantaged	24	23	95.8	56.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	56	64	53	55	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.8	25	33.8

\* 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 2016-17 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	79	73	92.41	90.41
Male	52	49	94.23	89.8
Female	27	24	88.89	91.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	19	95	84.21
White	49	44	89.8	90.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	16	84.21	81.25
Students with Disabilities	11	8	72.73	87.5

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 2016-17 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	79	73	92.41	38.36
Male	52	49	94.23	46.94
Female	27	24	88.89	20.83
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	19	95	31.58
White	49	44	89.8	38.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	16	84.21	31.25
Students with Disabilities	11	8	72.73	62.5

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Our parents and the community are very supportive of the program at Central Coast New Tech High School. Parents may become involved in their child's education in numerous ways, such as volunteering to sit on student presentation panels or to work in the classrooms as guest experts. Organized groups for parent involvement include the Boosters and School Site Council (SSC). Parents and community members are invited to many school activities and events held throughout the year including parent conference nights, Back-to-School Night, New Student and Parent Information night, Open House, and student performances. Parents are also kept informed of school events through automated phone calls and e-mails, a school newsletter issued weekly, and daily bulletins on the school's Web site and Facebook. Parents are also invited to a Principal's coffee three to four times a year. Parents can keep an up-to-date status on their student's grades through the school's ECHO online classroom information management portal.

I strongly encourage you to stay involved with our school and your child's education. Parents who wish to volunteer or participate in Central Coast New Tech High School's committees and school activities may contact Principal's Secretary Raquel Lujano at (805) 474-3350.

### 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.37	3.04	1.48
Expulsions Rate	0	0.28	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.33	3.27	3.25
Expulsions Rate	0.24	0.23	0.18
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		85.7

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

<b>Academic Counselor</b>	1.0
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	0.0
<b>Library Media Services Staff (Paraprofessional)</b>	1.0
<b>Psychologist</b>	.5
<b>Social Worker</b>	.5
<b>Nurse</b>	1.0
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist</b>	0
<b>Other</b>	1

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	310
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\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>English</b>	23	23	20	4	4	11	8	8	6			
<b>Mathematics</b>	15	15	21	16	16	10	2	2	7			
<b>Science</b>	17	17	19	12	12	15	4	4	3			
<b>Social Science</b>	23	23	22	4	4	7	8	8	5			

\* 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**

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. During the 2014-15 school year, our professional development focused on California Common Core State Standards, 21st Century Skills, English Learners, Project-based Learning, and best practices in 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 a Teacher Support TOSA. The combination of these three has resulted in high quality, weekly professional development.

At Central Coast New Tech High School teachers received professional development training in Project and Problem Based Learning in addition to Responses to Intervention.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,664	\$48,522
Mid-Range Teacher Salary	\$63,972	\$75,065
Highest Teacher Salary	\$86,745	\$94,688
Average Principal Salary (ES)	\$107,672	\$119,876
Average Principal Salary (MS)	\$106,271	\$126,749
Average Principal Salary (HS)	\$122,290	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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

#### Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5134.99	148.40	4986.59	51303
District	♦	♦	100	\$64,375
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			4886.6	-20.3
Percent Difference: School Site/ State			-24.1	-34.1

\* Cells with ♦ do not require data.

- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

- 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)			
Central Coast New Tech High School	2013-14	2014-15	2015-16
Dropout Rate			1.3
Graduation Rate			98.75
Lucia Mar Unified School District	2013-14	2014-15	2015-16
Dropout Rate			4.2
Graduation Rate			93.09
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	224
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	61.33

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.15	94.33	87.11
Black or African American	0	75	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	95.45	94.42
Filipino	100	91.67	93.76
Hispanic or Latino	95.45	91.64	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	96.08	96.52	90.99
Two or More Races	100	95	90.59
Socioeconomically Disadvantaged	100	85.71	63.9
English Learners	0	56.72	55.44
Students with Disabilities	95.83	91.58	85.45
Foster Youth	0	100	68.19

### 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 <http://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.