



Nipomo Elementary School

190 E. Price Street • Nipomo, CA 93444 • (805) 474-3780 • Grades TK-6

Julia Bowles, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lucia Mar Unified School District

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Principal's Message:

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, issued annually by local school boards for all schools 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.

As you read this SARC for Nipomo Elementary School, I believe you will find a picture of a school with a solid record of improvement, a skilled faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well. We believe every child can learn and it is our task to ensure this occurs.

Nipomo Tigers experience a curriculum built upon California's current rigorous state standards. Our goal is to have all of our students reading, writing, and at or above grade level in mathematics by the time they leave for middle school. To do this, we use sound literacy instruction that is supported by intervention teachers. We are a data-driven school that utilizes district and school-level, common, formative and summative assessments. We use this information to fine-tune our instruction to the specific needs of our individual students. In fact, the last four years that the California Standards Test was given, Nipomo Elementary improved at a rate far exceeding other schools in the county and State. In terms of students reaching or exceeding the proficient level in language arts, 21.5 percent more students had reached that level than did five years prior to that. In math, 28 percent more had reached the proficient or advanced level than they did five years before that. In regards to CAASPP, we look forward to building upon our growth, each year. Our students have set goals for themselves and are excited to watch themselves grow academically. We have learned the best teaching practices and continue to implement them. Our highly qualified teachers work toward fine-tuning their instructional practices in each and every classroom. To accomplish this, our Professional Development (PD) Teachers on Special Assignment (TOSAs), as well as our Grade Span Leaders who make up our Instructional Leadership Team (ILT), provide ongoing PD in weekly Late Start Monday meetings, designed to improve teacher skills and student achievement. This is followed up with classroom support for any interested teachers and specific feedback focused on specific individual teacher needs, provided by the TOSAs or principal. We are building a community of good citizens through our daily morning message, quarterly scholar assemblies - which spotlight character education, as well as various anti-bullying assemblies. We also are developing our 21st-century, Science, Technology, Engineering, Arts and Math (STEAM) skills through Destination Imagination (DI) Instant Challenge practice, our GATE robotics instruction, STEAM/GATE CLUB, various opportunities for students to perform visual and performing arts, and regularly invite various artists of different forms to present dance, art, and drama to our students. The addition of before and after school tutoring and enrichment through our Bright Futures program creates an environment where all is being done to support our students. If you wish to participate in any organized opportunities for parental involvement, or if you would like additional information, please call the school office.

School Mission Statement:

Students who develop a strong work ethic and treat others respectfully will be successful in school and beyond. (Work hard. Play nicely. Succeed!)

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 |
| Kindergarten | 67 |
| Grade 1 | 55 |
| Grade 2 | 66 |
| Grade 3 | 51 |
| Grade 4 | 69 |
| Grade 5 | 63 |
| Grade 6 | 73 |
| Total Enrollment | 444 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.9 |
| Filipino | 0.5 |
| Hispanic or Latino | 68.5 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 25.2 |
| Two or More Races | 4.3 |
| Socioeconomically Disadvantaged | 73.4 |
| English Learners | 34.2 |
| Students with Disabilities | 18 |
| Foster Youth | 1.1 |

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 Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 25 | 24 | 23 |
| Without Full Credential | 1 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Lucia Mar Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 523 |
| Without Full Credential | ♦ | ♦ | 18 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Nipomo Elementary School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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>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>Kenyon - 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> |
| 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> |

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>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</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <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> <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> |

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>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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Health | <p>Holt - Teen Health (Grade 7-8) Adopted in 2017</p> <p>Pearson - Health (Grades 9-12) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Nipomo Elementary School provides a safe, clean environment for learning. Originally built in 1948 and completely modernized in 1996, Nipomo Elementary School is situated on 8.10 acres. The school buildings span 42,646 square feet and consist of 30 classrooms, a library, a computer lab, an administrative wing, a kitchen, and a multipurpose room. The facility strongly supports teaching and learning through its ample classroom and playground space.

Replacement of nine classrooms housed in portable buildings with new classrooms and a restroom module is planned for the Summer of 2018.

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: 6/19/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | | | X | | Girls Restroom 6: 4) Worn/peeling paint Kitchen: 4) Missing ceiling tiles at line 4) Worn/chipped paint Portable 25: 4) Missing/damaged ceiling tiles 5) Cluttered Portable 30: 4) Torn pinnable 15) Door does not open fully; corroded Room 16: 4) Worn paint Room 17: 4) hole cut out in wall 9) sink does not work Room 2: 4) Missing ceiling tile Room 21: 4) Worn/cracked paint Room 4: 4) Loose ceiling tiles 13) Stained ceiling tiles 15) No coverings Room 6: 4) Loose ceiling tiles Room 7: 4) Ceiling tiles loose Room 9: 4) Worn paint 15) No covering |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | Portable 25: 4) Missing/damaged ceiling tiles 5) Cluttered |
| Electrical: Electrical | X | | | | Portable 31: 7) Outlet cover broken 14) Ramp deteriorated |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | | Boys Restroom 6: 8) Missing toilet 9) Two faucets don't work Office: 9) Copy room faucet not working properly Room 11: 9) Faucet loose Room 17: 4) hole cut out in wall 9) sink does not work Staff Restroom 19 (Men's): 8) Missing urinal |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | Portable 24: 13) Stained ceiling tile Room 4: 4) Loose ceiling tiles 13) Stained ceiling tiles 15) No coverings Room 5: 13) Stained ceiling tiles 15) Missing coverings |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | Boys Restroom 20: 15) Door stop falling off Portable 30: 4) Torn pinnable 15) Door does not open fully; corroded Portable 31: 7) Outlet cover broken 14) Ramp deteriorated Portable 32: 14) Ramp deteriorated Room 10: 14) Exposed rebar between 10 & 11 15) Door not self-closing Room 15: 15) No covering Room 3: 15) No coverings Room 4: 4) Loose ceiling tiles 13) Stained ceiling tiles 15) No coverings Room 5: 13) Stained ceiling tiles 15) Missing coverings Room 9: 4) Worn paint 15) No covering |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | 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 | 31 | 38 | 50 | 52 | 48 | 48 |
| Math | 30 | 27 | 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 | 70 | 69 | 98.6 | 30.4 |
| Male | 38 | 37 | 97.4 | 32.4 |
| Female | 32 | 32 | 100.0 | 28.1 |
| Hispanic or Latino | 46 | 46 | 100.0 | 23.9 |
| White | 22 | 21 | 95.5 | 42.9 |
| Socioeconomically Disadvantaged | 54 | 53 | 98.2 | 20.8 |
| English Learners | 24 | 24 | 100.0 | 8.3 |
| Students with Disabilities | 12 | 12 | 100.0 | 8.3 |

* 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 | 18 | 30 | 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 |
| 5 | 21.3 | 32.8 | |

* 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 | 258 | 256 | 99.22 | 37.89 |
| Male | 139 | 137 | 98.56 | 29.93 |
| Female | 119 | 119 | 100 | 47.06 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 174 | 173 | 99.43 | 32.37 |
| White | 64 | 63 | 98.44 | 49.21 |
| Two or More Races | 11 | 11 | 100 | 54.55 |
| Socioeconomically Disadvantaged | 195 | 194 | 99.49 | 31.44 |
| English Learners | 108 | 107 | 99.07 | 26.17 |
| Students with Disabilities | 38 | 37 | 97.37 | 13.51 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 | 258 | 256 | 99.22 | 26.56 |
| Male | 139 | 137 | 98.56 | 29.93 |
| Female | 119 | 119 | 100 | 22.69 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 174 | 173 | 99.43 | 20.23 |
| White | 64 | 63 | 98.44 | 36.51 |
| Two or More Races | 11 | 11 | 100 | 72.73 |
| Socioeconomically Disadvantaged | 195 | 194 | 99.49 | 20.62 |
| English Learners | 108 | 107 | 99.07 | 16.82 |
| Students with Disabilities | 37 | 36 | 97.3 | 11.11 |
| 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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the program at Nipomo Elementary School. Parents may become involved in their child’s education in numerous ways such as volunteering in classrooms and chaperoning field trips. Organized groups for parent involvement include the Parent-Teacher Association (PTA), School Site Council (SSC)/School Advisory Council (SAC), and the English Learner Advisory Committee (ELAC).

Parents and community members are invited to many school activities and events held throughout the year including Back-to-School Night, Family Math Nights, AVID Family Nights, Parent Education Program (PEP) Nights - held with our neighboring Nipomo High School, Open House, Family Movie Nights, Wax Museum, Talent Show and Valentine Parent/ Child Dance. Nipomo Elementary School’s bilingual Parent Liaison and various bi-lingual staff members enable school activities to be more accessible to students and parents with limited English proficiency.

PTA fundraisers and other contributions from the community greatly enhance the educational program at the school. Organizations that have recently contributed to Nipomo Elementary’s programs include Vons (e-scrip), Community Health Centers, Conoco Phillips, the Nipomo Rotary Club, Wal-Mart, and private donations. We have also been recipients of many grants from LMUSD, Lucia Mar Ed. Foundation, One Cool Earth and LOWE’s (garden grant).

Parents who wish to volunteer or participate in Nipomo Elementary School’s committees and school activities may contact our school office at (805) 474-3780.

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 | 2.82 | 1 | 2.53 |
| Expulsions Rate | 0 | 0 | 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 | In PI |
| First Year of Program Improvement | 2007-2008 | 2010-2011 |
| Year in Program Improvement | Year 5 | 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) | |
| Academic Counselor | 0.20 |
| Counselor (Social/Behavioral or Career Development) | 0.40 |
| Library Media Teacher (Librarian) | 1.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.40 |
| Social Worker | 0.00 |
| Nurse | 0.40 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist | 1.50 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 450 |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 21 | 21 | 21 | | | | 4 | 4 | 3 | | | |
| 1 | 27 | 27 | 21 | | | 1 | 2 | 2 | 2 | | | |
| 2 | 22 | 22 | 22 | | | | 3 | 3 | 3 | | | |
| 3 | 28 | 28 | 16 | | | 3 | 2 | 2 | | | | |
| 4 | 31 | 31 | 31 | | | | 2 | 2 | 2 | | | |
| 5 | 26 | 26 | 30 | | | | 3 | 3 | 2 | | | |
| 6 | 21 | 21 | 35 | 1 | 1 | | 2 | 2 | 2 | | | |
| Other | 8 | 8 | 10 | 1 | 1 | 2 | | | | | | |

* 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 and Nipomo Elementary School invest time and resources to ongoing staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. Our highly qualified teachers work toward fine-tuning our instructional practice in each and every classroom. To accomplish this, our Professional Development (PD) Teachers on Special Assignment (TOSAs), as well as our Grade Span Leaders (a first grade teacher, a third grade teacher, a fifth grade teacher, and an intervention teacher) who, with the Principal, make up our Instructional Leadership Team (ILT), provide ongoing PD in weekly, one hour Late Start Monday meetings, designed to improve teacher skills in areas which include our Districtwide newly adopted math program: Investigations, Writing Program: Write from the Beginning & Beyond, as well as technology. This is followed up with classroom support for any interested teachers and specific feedback focused on specific individual teacher needs, provided by the TOSAs or principal. We work, using data from Fountas & Pinnell reading assessments (K-6), MAP (Measures of Academic Progress) which is a nationally normed assessment in Reading (given to all 3rd-6th graders) and Math (given to all 1st-6th graders); it is an adaptive test that focuses on student growth identifying where students are in a progression of skills so that teachers can more effectively differentiate instruction to meet individual student needs, as well as CAASPP data.

Additional PD is provided at the site and district level through districtwide PD days, District and site minimum days, and staff meetings. We have five PD sessions planned for the ELA/ELD Framework, as well as AVID training for teachers working with fourth, fifth and sixth graders.

If District-initiated PD occurs during the school day, teachers are provided substitutes. Most teachers will receive a minimum of four days of training during the school year. This past summer (2017), some staff members attended Summer Institute sponsored by our district's curriculum division.

New teachers receive support as part of the District's Teacher Induction Program (TIP). Staff often seek feedback from our PD TOSAs and the principal conducts "walk-through" visits and informal and formal observations. Teachers are also supported with goal-setting conferences at the outset and at the conclusion of each school year. Each teacher, in addition to embracing the school-wide goals, has the opportunity to set a personal goal and to focus on one of California Standards for the Teaching Profession.

All of these and staff meetings provide training time that focuses on our most important resource for ensuring student achievement- the quality of the classroom teacher.

| 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/.

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 <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.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 4341.45 | 606.57 | 3734.88 | 49259 |
| District | ♦ | ♦ | 75 | \$64,375 |
| State | ♦ | ♦ | \$6,574 | \$77,824 |
| Percent Difference: School Site/District | | | 4879.8 | -23.5 |
| Percent Difference: School Site/ State | | | -43.2 | -36.7 |

* Cells with ♦ do not require data.