



# Fairgrove Elementary School

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

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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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#### District Governing Board

Chad Robertson, President  
Vicki Meagher, Vice President  
Dee Santos, Clerk  
Vern Dahl, Member  
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Linda Pierce  
**Director, Student Services**  
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### Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local boards for each elementary and secondary school in the State, provides 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 498 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 not only a school where students learn—it is 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 2017-2018 is aligned to the California Common Core State Standards for English Language Arts and Mathematics and the 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 2017-2018 include assisting students in better understanding how to complete mathematical performance tasks, developing mental math skills through the implementation of daily "Number Talks", 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 is implementing 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.

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. Students in grade six may participate in the band program 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 has created and implemented "Exploration Pathways"--a unique instructional program designed to allow students opportunities to explore four different mini-elective courses throughout the school year. All teachers have 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 four Exploration Pathways sessions scheduled for 2017-2018. 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 2017-2018 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 <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	97
Grade 1	68
Grade 2	61
Grade 3	49
Grade 4	74
Grade 5	82
Grade 6	56
<b>Total Enrollment</b>	<b>487</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	1.4
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0
White	35.9
Two or More Races	3.7
Socioeconomically Disadvantaged	63.7
English Learners	23.6
Students with Disabilities	16.4
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Fairgrove Elementary School	15-16	16-17	17-18
With Full Credential	25	27	26
Without Full Credential	0	0	1
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			
Fairgrove Elementary 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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: 2016-2017</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>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>
<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>

**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 &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> <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><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)

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: 6/30/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Girls Restroom 15: 2) Vent cover needed
<b>Interior:</b> Interior Surfaces		X		Room 15: 4) Worn paint Room 16: 4) Worn paint Room 24: 4) Worn paint Room 26: 4) Holes in pinnable Room 29: 4) Torn pinnable 4) Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 3: Missing light covers
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 8: 9) Drinking fountain doesn't work
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 12: 10) Fire xt needs hanger
<b>Structural:</b> Structural Damage, Roofs	X			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	X			Room 25: 13) Stained ceiling tiles 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>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	42	40	50	52	48	48
Math	34	31	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	60	60	100.0	36.7
Male	26	26	100.0	30.8
Female	34	34	100.0	41.2
Hispanic or Latino	34	34	100.0	26.5
White	25	25	100.0	52.0
Socioeconomically Disadvantaged	39	39	100.0	15.4
English Learners	17	17	100.0	11.8

\* 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	47	37	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	22	15.9	22

\* 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	262	258	98.47	40.31
Male	132	130	98.48	32.31
Female	130	128	98.46	48.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	162	99.39	37.65
White	86	84	97.67	47.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	180	178	98.89	34.27
English Learners	94	94	100	30.85
Students with Disabilities	55	52	94.55	21.15
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	262	258	98.47	31.4
Male	132	130	98.48	29.23
Female	130	128	98.46	33.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	162	99.39	25.93
White	86	84	97.67	45.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	180	178	98.89	24.16
English Learners	94	94	100	18.09
Students with Disabilities	55	52	94.55	7.69
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 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 President Cynthia Valenzuela 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 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	2.16	1.75	1.15
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	2012-2013	2010-2011
Year in Program Improvement	Year 2	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	0.00
Counselor (Social/Behavioral or Career Development)	0.20
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	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+		
	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	24	1	1		3	3	4			
1	24	24	22				2	2	3			
2	22	22	20				3	3	3			
3	26	26	23				3	3	2			
4	30	30	27				2	2	3			
5	31	31	27				2	2	2			
6	23	23	28	1	1	1	2	2	3			
Other	11	11	9	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 (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 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. The Fairgrove Instructional Framework, created by all teachers at the conclusion of participation in The TAP System, is utilized as a foundation for professional conversations in PLC sessions. Professional development in grade-level PLC sessions for 2017-2018 is aligned with school and district goals and is provided in Late-Start Monday or minimum-day sessions. Professional development for the 2017-2018 school year is also aligned to the California Common Core State Standards for English Language Arts and Mathematics. Professional development for 2017-2018 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 Talks, and Talk Moves), and (5) English Language Development (ELD) Standards. 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). All teachers at Fairgrove Elementary were provided the opportunity to complete online training related to the implementation of The Daily 5 and CAFE prior to the beginning of the school year.

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 and the Fairgrove Instructional Framework are utilized to provide feedback after observations with the intent of helping teachers become more thoughtful practitioners.

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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4396.30	586.81	3809.49	50549
District	◆	◆	75	\$64,375
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			4979.3	-21.5
Percent Difference: School Site/ State			-42.1	-35.0

\* Cells with ◆ do not require data.

### 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.