

San Luis Obispo County Community

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 2494 Pennington Creek Rd.
San Luis Obispo, CA , 93405

Principal: Lara Mattson

Phone: 805-782-7340

Grade Span:

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

About This School

Lara Mattson

📍 Principal, San Luis Obispo County Community

About Our School



Starting in the 2017-18 school year, the three community schools that served San Luis Obispo County were consolidated into one, Loma Vista Community School (LVCS) and it remains the only community school serving the 3,616 square miles and 34,000 students enrolled in the ten local school districts in our county. Students are referred by the secondary schools in each of the ten local districts following expulsion and/or involvement in the Student Attendance Review Board (SARB) process and we provide countywide transportation to and from school. Though enrollment in our program has declined significantly over the years due to changes in state legislation and reduced referrals from local districts, LVCS serves approximately 100 students each year who benefit from individualized and direct instruction, flexible scheduling and the opportunity to earn accelerated credits in a small school setting with a variety of intensive resources to support students academically, behaviorally, and socio-emotionally and prepare them for life after graduation.

Contact

San Luis Obispo County Community
2494 Pennington Creek Rd.
San Luis Obispo, CA 93405

Phone: [805-782-7340](tel:805-782-7340)
Email: lmattson@slocoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Luis Obispo County Office of Education
Phone Number	805-543-7732

School Contact Information (School Year 2022–23)

School Name	San Luis Obispo County Community
Street	2494 Pennington Creek Rd.

Superintendent	Brescia, James
Email Address	jbrescia@slocoe.org
Website	www.slocoe.org

City, State, Zip	San Luis Obispo, CA , 93405
Phone Number	805-782-7340
Principal	Lara Mattson
Email Address	lmattson@slocoe.org
Website	www.slocoe.org
County-District-School (CDS) Code	40104054030250

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

Most of our students have been affected by one or more significant life challenges, including substance abuse, homelessness, involvement with law enforcement, truancy, expulsion, poverty, academic failure and other various traumas, often leading to credit deficiency, hopelessness, engagement in negative behaviors and a general distrust of the educational system.

We have identified four major goals to support student learning in our schools. All four goals align to the Local Control Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and the plan required for accreditation for WASC:

- Increase academic rigor and learning for all students
- Increase student engagement
- Support transitions for all students, including foster and homeless youth
- Increase family/caregiver involvement

The mission of the SLOCOE Community School is to provide our students with a safe, structured and challenging educational environment focusing on the whole student. Our Common Core Standards aligned curriculum is goal-oriented, integrated, flexible and designed to meet the diverse needs of our student population. Through collaboration with community partners, we deliver specialized services and programs that focus on academic achievement, goal setting and social responsibility to support successful student transitions whether it be back to their district of residence or into the community at large as a high school graduate ready to pursue college, technical training or a career.

We offer Career and Technical Education (CTE) courses to engage students in skill-building activities as well as thought-provoking classroom assignments that will help to build their confidence and increase their aspirations of future possibilities. As our program continues to grow, the opportunities for students to explore career goals, gain culinary skills, and obtain food safety and other work-based certifications will grow as well. Our Work Experience Education (WEE) program for students who have secured employment, provides them with the opportunity to earn school credits along with valuable work-based training while earning their paycheck.

A Multi-Tiered System of Supports (MTSS), including Positive Behavioral Interventions and Supports (PBIS), has been implemented at the school site to shape positive behavior. In addition, Loma Vista has three licensed mental health therapists available on campus to all students and families. We strive to make it the standard that all students participate in school-based Mental Health services. Therapists meet with students for ongoing individual and group therapy. They also provide flexible counseling services to any student needing extra support during the school day and offer family therapy and parent support. Our mental health services are provided with trauma-informed, strengths-based, and evidence-based practices.

Though the Covid-19 pandemic has impacted not only our program, but the lives of all our students and staff, we remain committed to the SLOCOE vision. We have used the lessons learned throughout the pandemic, including creating more robust online learning opportunities, facilitating increased home-school communication and providing additional resources to students, whether it be food, hygiene supplies, or technology, to move us forward and continue our mission of supporting the at-promise youth of San Luis Obispo County.

Mission Statement

To promote student success by supporting the work of local schools districts, delivering specialized student services, and providing countywide leadership and advocacy for the needs of all children.

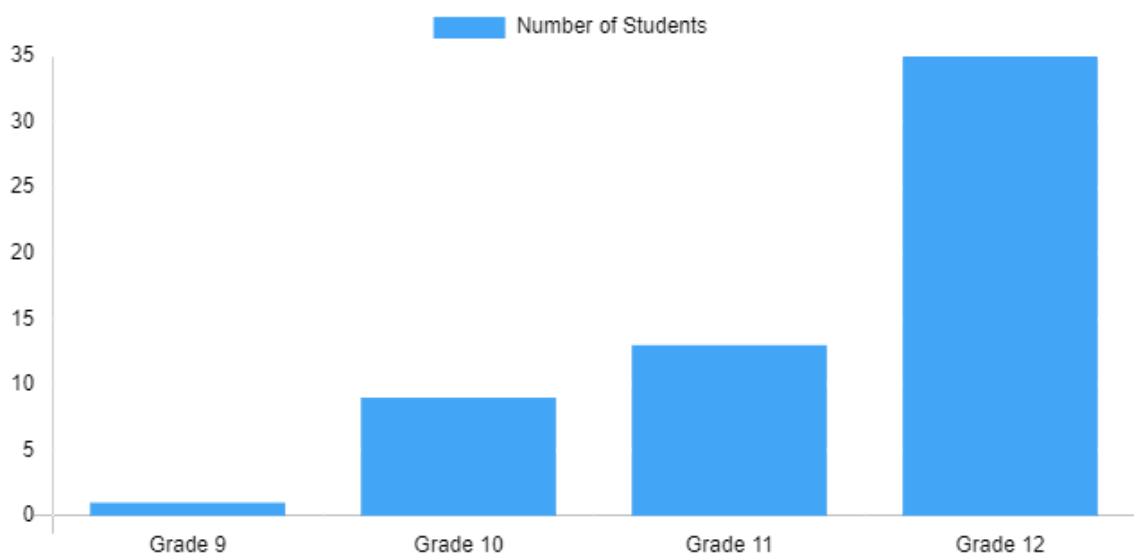
Vision Statement

San Luis Obispo County will be an educational community dedicated to preparing all children and youth for responsible citizenship, meaningful work, and lifelong learning.

Last updated: 1/26/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	1
Grade 10	9
Grade 11	13
Grade 12	35
Total Enrollment	58



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/26/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	31.00%
Male	69.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.70%
Filipino	0.00%
Hispanic or Latino	55.20%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.40%
Foster Youth	1.70%
Homeless	37.90%
Migrant	0.00%
Socioeconomically Disadvantaged	91.40%
Students with Disabilities	27.60%

Student Group	Percent of Total Enrollment
Two or More Races	1.70%
White	41.40%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	12.20	50.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	25.06	1.00	4.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	74.94	8.80	36.60	12115.80	4.41
Unknown	0.00	0.00	2.00	8.30	18854.30	6.86
Total Teaching Positions	3.90	100.00	24.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/24/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/24/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.90	
Total Out-of-Field Teachers	2.90	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Santa Clara University-Character Based Literacy and Newsworthy	Yes	0%
	Imagine Learning online program		
	Holt, Rhinehart & Winston-Characters in Conflict, Impact: 50 Short Stories		
	Prentice Hall-British Literature, The American Tradition		
	AGS-English for the World of Work		
	Scholastic-English 3D		
	Scholastic-Upfront, Scope magazines		
	New York Times Learning Network-online standards-based lessons		
	Newsela-non-fiction at different Lexiles		
Mathematics	Houghton Mifflin Harcourt-Big Ideas Math	Yes	0%
	Academic Innovations-Lifestyle Math		
	AGS-Geometry, Pre-Algebra and Algebra		
	Math for the World of Work		
	Imagine Learning online program		
	Dave Ramsey-Financial Literacy		
	Globe Feron-Practical Math for Consumers		
	New York Times Learning Network-online standards-based lessons		
	Scholastic Math		
	Yummy Math-online standards-based performance task practice		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Prentice-Hall-Focus on Series (Life Science, Physical Science, Earth Science); Physical Science; Concepts in Action; Physical Science Explorer; Life Science Explorer</p> <p>Person-Physical Science; Life Science</p> <p>AGS-Biology, Cycle of Life; Physical Science; Chemistry</p> <p>Globe Fearon-Human Biology; Survey of Living Things; Life Processes; Forms of Energy; Chemical Changes; Matter & Energy</p> <p>Glencoe/McGraw -Hill-Biology, The Dynamics of Life; Geology, the Environment & the Universe</p> <p>New York Times Learning Network-online standards-based lessons</p> <p>Scholastic-Science World, Choices magazines</p> <p>Imagine Learning online program</p>	Yes	0%
History-Social Science	<p>AGS-Learning about our United States series; Economics</p> <p>McDougal Little-The Americans, Reconstruction to the 21st Century</p> <p>Glencoe/McGraw -Hill-Discovering our Past, the American Journey; Economics; U.S. Government; World History</p> <p>Globe Fearon-World History; American History; American Government</p> <p>Nystrom-World Atlas</p> <p>Scholastic-Upfront, Scope magazines</p> <p>Santa Clara University-Character Based Learning and Newsworthy</p> <p>New York Times Learning Network-online standards-based lessons</p> <p>The DBG Project-Mini-QS; Mini-QS in American History</p> <p>Imagine Learning online program</p>	Yes	0%
Foreign Language	<p>Edgenuity online program</p> <p>?</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Academic Innovations-Get Focused, Stay Focused New York Times Learning Network-online standards-based lessons Globe Fearon-Pacemaker-Health Glencoe/McGraw-Hill-Health Scholastic-Choices, Science World magazines Imagine Learning online program DBT STEPS-A Positive Prevention Plus	Yes	0%
Visual and Performing Arts	Glencoe/McGraw-Hill Art Talk Imagine Learning on-line program ?	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

San Luis Obispo County Community School-Loma Vista site is the sole community school run by SLOCOE. The facility is safe and in compliance with state law. The Loma Vista site is owned by SLOCOE. Adequate funding is allocated to ensure the facility is designed to meet the needs of the students requiring a small, more individualized school setting.

Last updated: 1/25/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Gym floor needs resurfacing, floor is getting slick and needs to be completely taken down to wood and refinished. The project of resurfacing will take place over the winter break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2022

Overall Rating	Good
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Last updated: 1/26/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	0%	N/A	37%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	4%	N/A	28%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	23	88.46	11.54	0.00
Female	--	--	--	--	--
Male	18	16	88.89	11.11	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	14	87.50	12.50	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	21	91.30	8.70	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/26/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	23	88.46	11.54	4.35
Female	--	--	--	--	--
Male	18	15	83.33	16.67	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	13	81.25	18.75	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	20	86.96	13.04	5.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/26/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	--	0.00	0.00	0.00	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/26/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	12	57.14	42.86	0.00
Female	--	--	--	--	--
Male	16	11	68.75	31.25	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	11	68.75	31.25	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	12	66.67	33.33	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Career Technical Education (CTE) Programs (School Year 2021–22)

During the 2021-2022 school year, we had a full time CTE credentialed teacher, who offered an Introduction to Hospitality, Tourism and Recreation course. This course offers students the opportunity to learn about the hospitality industry which is an important industry in our county. Students earn industry certificates and learn about workforce skills, along with food service certification. The majority of enrolled students use this credit to meet the Fine Arts/Foreign Language/CTE requirement for graduation. Food Handler Certificates were earned by all students.

Last updated: 1/26/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/26/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

The administration and staff understand the importance of having parents, guardians and agency partners engaged in school. One of our goals in our Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) is to increase parent involvement. Upon enrollment, students and parents meet with the site administrator and any additional support staff, as appropriate. Expectations are explained and a plan is developed to help the student make a successful transition. Individual parent conferences are held in the fall and spring of each year. Parents complete yearly surveys covering school climate, parent engagement, technology and school/student needs. Parents are notified of student absences with a daily phone call. Parents are encouraged to use community resources, including, but not limited to parenting classes, parent counseling, probation support and mental health supports. There are multiple school functions throughout the year including student awards assemblies and graduation. Parents have access to their student's information, including grades/credits, attendance and testing through the Aeries Parent Portal. Achievement and program data is also shared with educational partner groups at the School Site Council meetings which use the data to develop the yearly SPSA.

Parents who have students with disabilities are involved through the IEP process, which involves parents, school staff, local district representatives and community partners. Progress reports are provided as often as a general education student would receive progress and annual IEP meetings are held at least once a year with a full re-evaluation of the student occurring every third year.

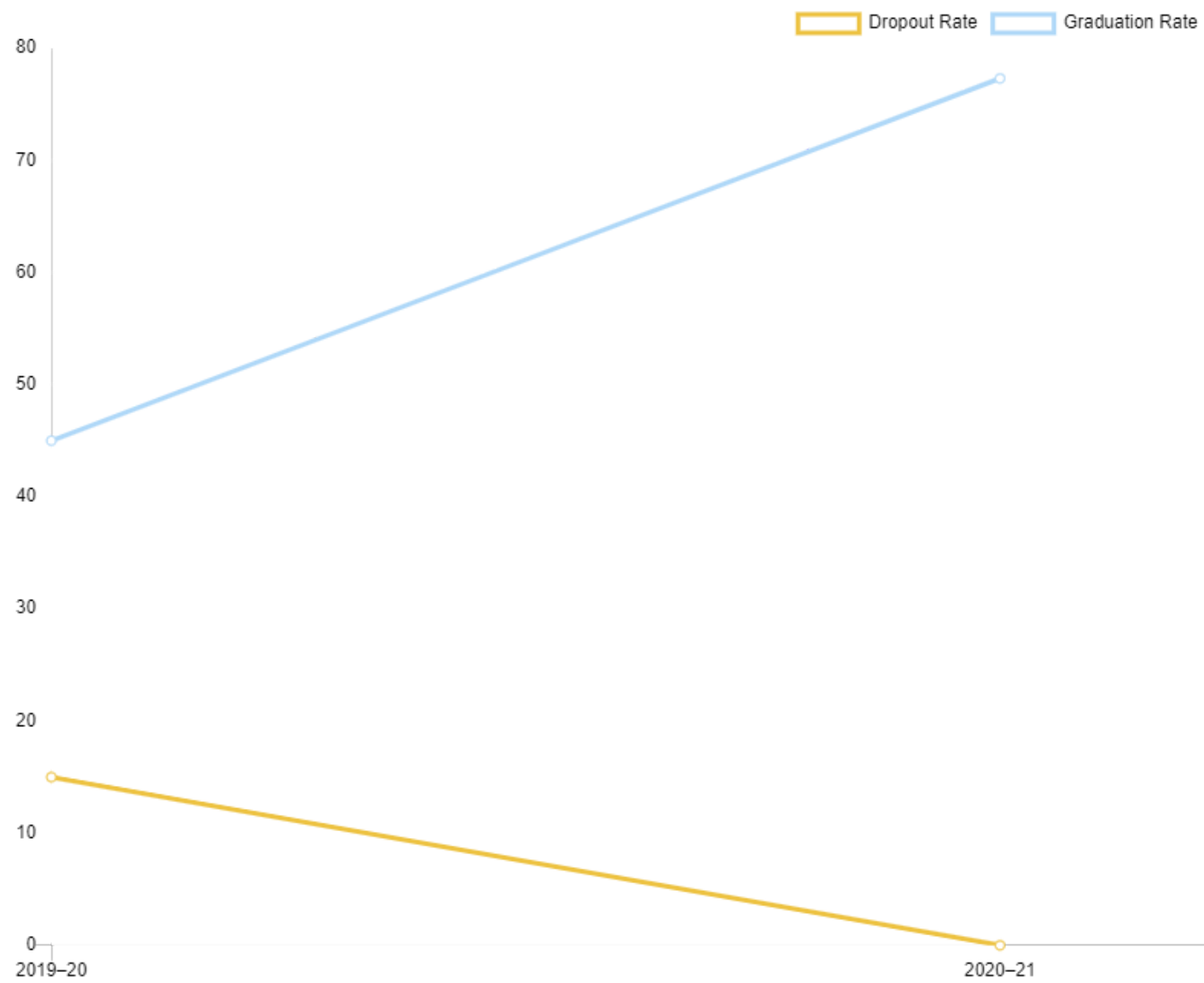
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		15.0%	0.0%		10.5%	3.4%		8.9%	7.8%
Graduation Rate		45.0%	77.3%		72.9%	83.8%		84.2%	87.0%



Last updated: 1/26/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	17	77.3
Female	0	0	0
Male	16	12	75.0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	16	12	75
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	21	16	76.2
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	101	87	67	77.0
Female	31	27	23	85.2
Male	70	60	44	73.3
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	2	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	54	47	33	70.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	3	3	100.0
White	39	34	29	85.3
English Learners	17	16	11	68.8
Foster Youth	6	6	6	100.0
Homeless	38	35	25	71.4
Socioeconomically Disadvantaged	95	81	62	76.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	31	24	77.4

Last updated: 1/26/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	5.19%	0.90%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.99%	0.00%	1.02%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.99	0.00
Female	0.00	0.00
Male	1.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

There is a current Safe School Plan in place for SLOCOE Community School which complies with all California Education Codes and is approved yearly by the School Site Council and the SLOCOE Board of Trustees. The Plan includes documents addressing

the broad areas of school safety including suspensions/expulsions, California Healthy Kids survey, attendance data, LCAP and other programs provided for high levels of school safety. Also included are child abuse reporting, disaster procedures, drills, procedures leading to suspensions/expulsions, procedures notifying teachers of dangerous pupils and procedures for reporting many other safety issues.

A Safety Committee meets monthly to ensure that safety issues are addressed. Staff members are trained in First Aid, CPR, back safety, medication administration, blood borne pathogens, use of fire extinguishers, the use of emergency response procedures (Crisis Intervention Training) and Nonviolent Crisis Intervention. Monthly safety updates are sent to staff. SLOCOE has a Safety Incentive program to promote workplace safety, which includes promoting safe school/work sites.

Last updated: 1/26/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	10		
Mathematics	13.00	6		
Science	13.00	6		
Social Science	7.00	15		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	2	1	1
Mathematics	36.00	1		1
Science	25.00	1	1	1

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Social Science	9.00	9		1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	6		
Mathematics	14.00	3	1	
Science	11.00	3	2	
Social Science	8.00	10		1

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 1/26/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.52
Social Worker	0.00
Nurse	0.68
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.88
Other	1.00

* 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.

Last updated: 1/26/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26775.00	\$14249.00	\$12526.00	\$40686.00
District	N/A	N/A	\$28030.00	\$51515.00
Percent Difference – School Site and District	N/A	N/A	-19.11%	-5.87%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	0.00%	0.00%

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

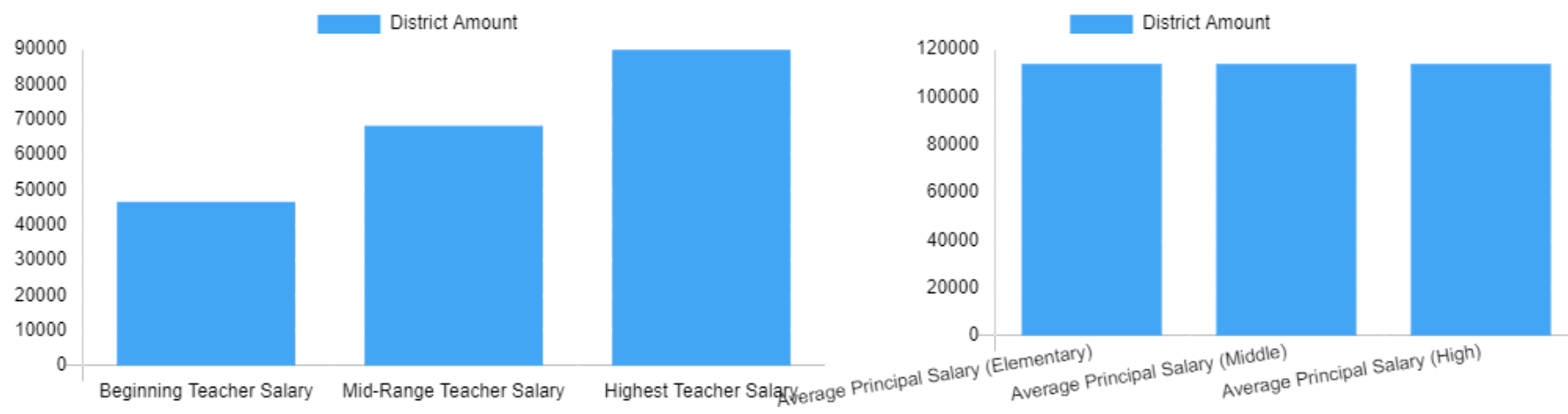
The administration and staff of the SLOCOE Community School strive to provide the assistance needed to ensure that our students succeed. Due to the nature of our population, we have a low adult to student ratio, with many agency representatives present on campus and available to students throughout the day (probation officers, mental health staff, etc.) We operate an MTSS for academics, behavior and social emotional support for students. All students are offered additional help and support. Academic, behavioral and social emotional data assist the administration and staff with adjustments to schoolwide interventions, as well as implementation of programs to meet individual needs. Benchmark assessments are given three times per year and the results are used to develop individual learning plans. SLOCOE employs a foster/homeless liaison whose job is to focus on the unique needs of our foster and homeless students and help them navigate transitions.

Last updated: 1/26/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46613.00	--
Mid-Range Teacher Salary	\$68257.00	--
Highest Teacher Salary	\$89901.00	--
Average Principal Salary (Elementary)	\$113933.00	--
Average Principal Salary (Middle)	\$113933.00	--
Average Principal Salary (High)	\$113933.00	--
Superintendent Salary	\$206684.00	--
Percent of Budget for Teacher Salaries	13.56%	--
Percent of Budget for Administrative Salaries	6.89%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/24/23