

San Luis County Special Education
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:

3360 Education Dr.
San Luis Obispo, CA , 93405

Principal:

Chris Phillips

Phone:

805-782-7343

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

Chris Phillips

Principal, San Luis County Special Education

About Our School



The staff assigned to the San Luis Obispo County Office of Education (SLOCOE) Special Education School are committed to meeting the diverse learning needs of all students. They understand the importance of students attending school regularly and are committed to working with local school districts, agencies and educational partners to provide students and families the assistance they need in order for students to be at school and ready to learn. This report card provides parents, guardians, and the community with valuable information regarding the SLOCOE Special Education School which serves students with disabilities.

This annual report will provide information on a variety of topics, including student achievement, school safety, teacher/staff information, curriculum and instructional materials. We continue to develop and implement new programs and instructional approaches that address California Common Core State Standards (CCSS), as well as the social emotional needs of our students. We believe that all students can and will learn, and we strive to provide the necessary structure and support so that all students can reach their potential. Parent and guardian involvement continue to be important aspects for success for our school. Our staff, students and parents work together to achieve the goal of promoting an environment where staff and students feel respected and safe. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), students learn the importance of being responsible, safe and considerate. Parents can support success through encouragement and by supporting the message that regular school attendance is crucial to student success. Please take time to visit the additional links on our department website to learn more about our services to students in our special education programs.

We are committed to...

Providing quality educational programs and services to students with special needs

Promoting excellence in our educational programs through training and professional growth opportunities for all staff members

Developing and enhancing a positive organizational climate
Intentionally establishing and maintaining positive relationships with families, care providers and the educational partners to assist families and the educational community
Implementing legislative mandates focused upon positive school attendance, high academic expectations and accountability for all students

Goals are to:

Increase academic rigor for all students
Increase student engagement
Support transitions for all students
Increase parent/guardian involvement

Contact

San Luis County Special Education
3360 Education Dr.
San Luis Obispo, CA 93405

Phone: [805-782-7343](tel:805-782-7343)

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

School Contact Information (School Year 2022–23)

School Name San Luis County Special Education
Street 3360 Education Dr.
City, State, Zip San Luis Obispo, CA , 93405
Phone Number 805-782-7343
Principal Chris Phillips
Email Address cphillips@slocoe.org
Website www.slocoe.org
County-District-School (CDS) Code 40104056106769

Last updated: 1/24/23

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

Description of Programs and Services

The SLOCOE Special Education School provides a wide range of special education program and service options to students ages 3-22 years. Services to these individuals with unique learning needs are delivered in 4 classrooms which are located throughout San Luis Obispo County. There are 2 Deaf and Hard of Hearing classrooms, serving preschool through eighth grade, located on the Fairgrove Elementary School and Mesa Middle School campuses within the Lucia Mar Unified School District. There are two Intensive Therapeutic Learning classrooms, one serving grades 4-8 and the other serving grades 7-12, both located on a campus within the San Luis Coastal Unified School District. Within these programs, students have access to services that meet their unique individual needs. Services offered include, but are not limited to: health care, counseling, speech/language therapy, vision, mobility instruction, occupational therapy, deaf/hard of hearing services and Braille transcription.

Mission Statement

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

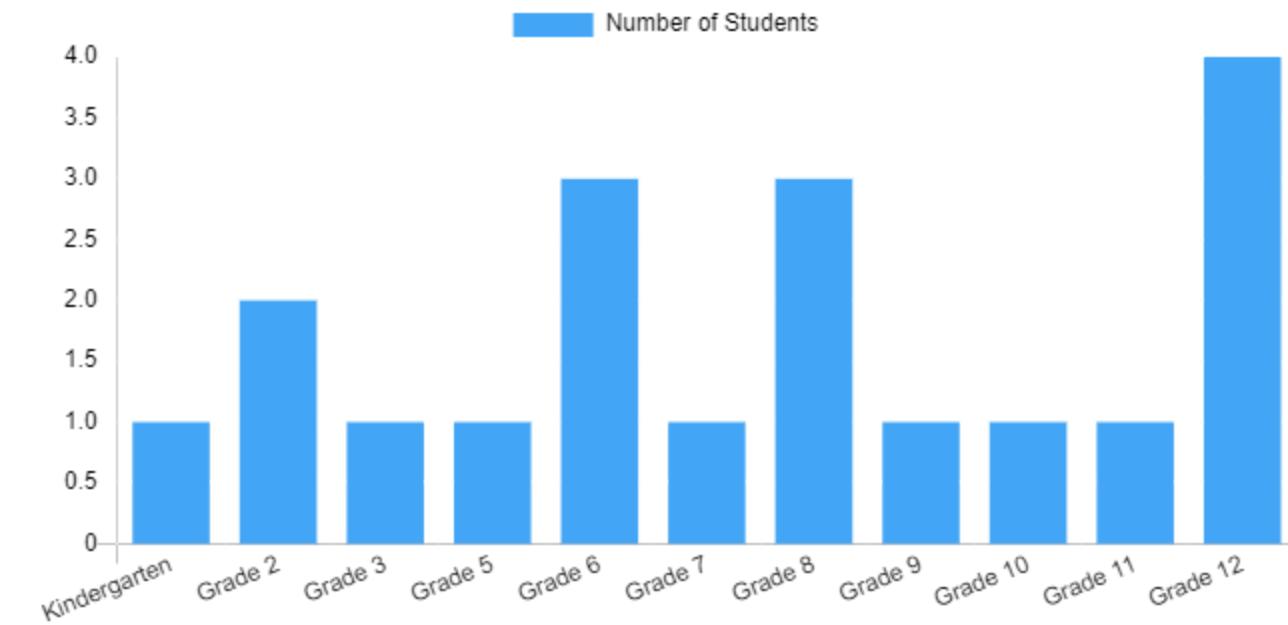
Vision

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
Kindergarten	1
Grade 2	2
Grade 3	1
Grade 5	1
Grade 6	3
Grade 7	1
Grade 8	3
Grade 9	1
Grade 10	1
Grade 11	1
Grade 12	4
Total Enrollment	19



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: 1/24/23

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

Student Group	Percent of Total Enrollment
Female	21.10%
Male	78.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.50%
Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	5.30%
Filipino	0.00%
Hispanic or Latino	47.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	42.10%

Student Group (Other)	Percent of Total Enrollment
Homeless	31.60%
Migrant	0.00%
Socioeconomically Disadvantaged	78.90%
Students with Disabilities	100.00%

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)	2.00	50.00	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)	0.00	0.00	1.00	4.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	36.60	12115.80	4.41
Unknown	2.00	50.00	2.00	8.30	18854.30	6.86
Total Teaching Positions	4.00	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
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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						
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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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	0.00	
Total Out-of-Field Teachers	0.00	

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)	0.00	
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	Adoption?	From	Percent
			Most Recent	Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <p>Santa Clara University-Character Based Literacy and Newsworthy</p> <p>Imagine Learning online program</p> <p>Holt, Rhinehart & Winston-Characters in Conflict, Impact: 50 Short Stories</p> <p>Prentice Hall-British Literature, The American Tradition</p> <p>AGS-English for the World of Work</p> <p>Scholastic-English 3D</p> <p>Scholastic-Upfront, Scope magazines</p> <p>New York Times Learning Network-online standards-based lessons</p> <p>New sela-non-fiction at different Lexiles</p> <p>News-2-You</p> <p>Cengage Reach</p>	Yes		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From	Percent
		Most	Students
		Recent Adoption?	Lacking Own Assigned Copy
Mathematics	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <p>Houghton Mifflin Harcourt-Big Ideas Math</p> <p>Academic Innovations-Lifestyle Math</p> <p>AGS-Geometry, Pre-Algebra and Algebra</p> <p>Math for the World of Work</p> <p>Imagine Learning online program</p> <p>Dave Ramsey-Financial Literacy</p> <p>Globe Feron-Practical Math for Consumers</p> <p>New York Times Learning Network-online standards-based lessons</p> <p>Scholastic Math</p> <p>Yummy Math-online standards-based performance task practice</p> <p>Pearson Investigations</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <p>Prentice-Hall-Focus on Series (Life Science, Physical Science, Earth Science); Physical Science; Concepts in Action; Physical Science Explorer; Life Science Explorer Person-Physical Science; Life Science 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;</p> <p>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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From	Percent
		Most	Students
		Recent Adoption?	Lacking Own Assigned Copy
History-Social Science	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <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 and Hybridge-online version</p> <p>Harcourt Reflections</p>	Yes	0%
Foreign Language	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <p>Imagine Learning online program</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
		Recent Adoption?	Lacking Own Assigned Copy
Health	<p>Special Education students with moderate/severe disabilities have broadly-approved alternative curriculum. An alternate materials list was approved in September 2008. Additional alternate materials were approved in June 2011.</p> <p>Academic Innovations-Get Focused, Stay Focused</p> <p>New York Times Learning Network-online standards-based lessons</p> <p>Globe Fearon-Pacemaker-Health Glencoe/McGraw-Hill-Health</p> <p>Scholastic-Choices, Science World magazines</p> <p>Imagine Learning online program</p> <p>DBT Steps-A Curriculum</p> <p>Positive Prevention Plus</p> <p>DBT STEPS-A</p>	Yes	0%
Visual and Performing Arts	Opportunities to participate in art and music activities are offered through the Children's Creative Project, a program offered through the Santa Barbara County Office of Education as well as through mainstream classes on the colocated campuses.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/25/23

School Facility Conditions and Planned Improvements

SLOCOE maintains safe buildings that are in compliance with state laws. Facilities are either leased or purchased by SLOCOE. Ongoing maintenance at all facilities continues to enhance the quality of students' educational opportunities. All sites have a rating of Good or better.

Last updated: 1/26/23

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: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Ceiling tile stains.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Our doors have not received strikers for new access control system. We are waiting on parts for vendor.

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating

Good

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	9%	N/A	37%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	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	11	11	100.00	0.00	9.09
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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	11	11	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

Last updated: 1/26/23

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

As with all of our programs, curriculum is adjusted to meet the individual needs of students. Each student in our program has an Individualized Transition Plan ("ITP") as part of the IEP that specifies educational and employment goals along with specific transition services. Through this process, the students have experiences that provide them exposure to interest inventories, career exploration, and entry level job skills. Project-based learning is used as a way to connect the academics to real life.

Last updated: 1/26/23

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
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)

Parents and guardians play an important role in the education of their children. With their support, student's educational and social-emotional growth will be optimal. The parents/guardians of students enrolled in special education classes have various opportunities for involvement. The primary opportunity is the Individualized Education Program (IEP) plan which is reviewed at least annually and more often if needed. Included with each report card is written information regarding their student's progress on goals described in the IEP. Progress reports are provided as often as general education students would receive progress and annual IEP meetings are held at least once a year with full reevaluation of the student happening every third year. Information regarding program data, assessment results, and school plans is also disseminated and available through the County Office of Education website. Achievement and program data is also shared with educational partner groups at School Site Council meetings and the School Site Council uses the data to develop the School Plan for Student Achievement.

Additionally, parents/guardians are informed of their student's progress in school on a daily basis through teacher communication verbally or in writing on behavior contracts. As partners in the educational process, parents/guardians provide additional opportunities to their children to practice learned skills. Parents and guardians are encouraged to attend special events such as Parent ASL Class, Resource Fair for Students with Disabilities, DHH Parent Panel, DHH Family Picnic, Back-To-School Night, Open House and School Site Council meetings, all of which provide additional opportunities for parents and guardians to have positive input in their child's education. Please contact the Principal for additional information.

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				10.5%	3.4%		8.9%	7.8%	
Graduation Rate				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	0	0	0.00
Female	0.0	0.0	0.0
Male	0	0	0.00
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0	0	0.00

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>.

Last updated: 1/26/23

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	27	25	19	76.0
Female	9	9	7	77.8
Male	18	16	12	75.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	12	11	8	72.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	12	11	8	72.7
English Learners	3	3	3	100.0
Foster Youth	2	2	1	50.0
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	21	19	13	68.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	25	19	76.0

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	0.00%	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%	0.00%	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

San Luis Obispo County Office of Education (SLOCOE) Special Education classrooms are located on multiple school sites, each of which maintain a current Safe School Plan (SSP). The SSP's are also reviewed by SLOCOE staff and are included in a safety binder for SLOCOE Special Education. Each SLOCOE classroom located on a district school site follows the emergency preparedness plan for the site. Regular practice drills are held to ensure that students and staff are able to successfully implement the safety plan through interagency collaboration. SLOCOE buildings have been subject to inspection by a specialist in health and safety procedures. Classrooms, playgrounds and access issues are continually assessed and upgraded as needed.

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 electronically and they are required to respond that they have read the materials. 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	1.00	1		
3				
4				
5				
6	2.00	1		
Other**	4.00	4		

* 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				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**	6.00	1		

* 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	1.00	1		
Other**	7.00	1		

* 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				
Mathematics				
Science				
Social Science				

* 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+

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	4		
Mathematics	5.00	2		
Science	4.00	2		
Social Science	3.00	4		

* 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	2.00	4		
Mathematics	4.00	2		
Science	3.00	2		
Social Science	2.00	4		

* 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.

Last updated: 1/24/23

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)	2.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.62
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00
Other	0.00

* 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	\$46479.00	\$46478.00	\$0.00	\$61650.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$28030.00	\$51515.00
Percent Difference – School Site and District	N/A	N/A	-50.00%	4.48%
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)

As determined by Individual Education Programs (IEPs), students may receive speech therapy, occupational therapy, vision services, deaf/hard of hearing services, adaptive physical education, nursing services, behavior intervention, services to students with orthopedic handicaps and/or transportation services. Supplemental services and materials are also provided to students identified as English Learners.

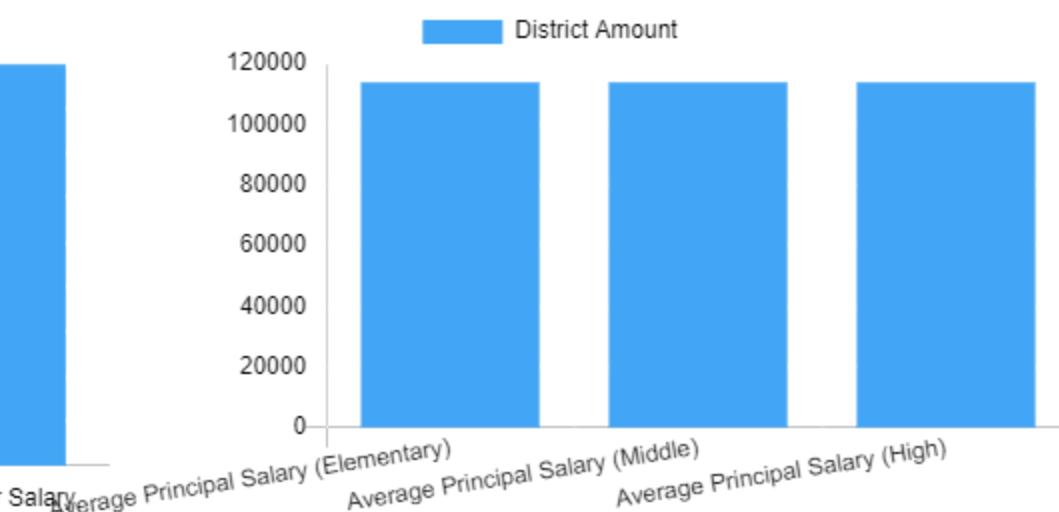
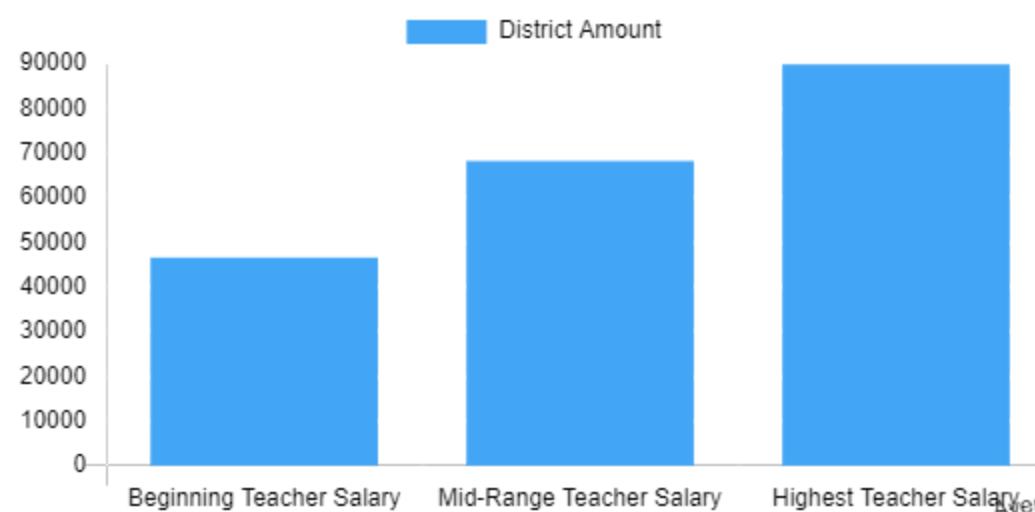
Homeless and Foster Youth Services serve SLOCOE school programs. Homeless students are provided with connections to food and clothing, referrals to medical, dental and mental health services, tutoring and transportation to and from school. Foster students are provided with tutoring and high school to college counseling and mentoring. Services are offered to students and their families/caregivers to remove barriers to school environment, attendance and success.

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