San Luis Coastal Unified School District

PEEP/PREPARE

Grades 1,5,8

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2019-2020 School Accountability Report Card
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San Luis Coastal Unified School District Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

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The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiatives for Student Success. We support the State's goals by drawing annual focus areas from these initiatives:

2019-2020:
FOCUS AREA 1: All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
FOCUS AREA 2: All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.
FOCUS AREA 3: SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.
FOCUS AREA 4: SLCUSD will expand technology and promote innovation to prepare students for college or career.
FOCUS AREA 5: SLCUSD will strengthen data use to improve academic achievement.

I. Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API, Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

II. About PEEP/PREPARE

School Description and Mission Statement

San Luis Coastal Unified School District, in conjunction with the San Luis Obispo County Special Education Local Plan Area (SELPA), provides a Free and Appropriate Public Education (FAPE) to all individuals with exceptional needs between the ages of 3 through 21 years who reside within our boundaries, including children who have been expelled or placed by the district in a non- public school.

The purpose of Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have a Free and Appropriate Public Education (FAPE) available that provides special education and related services designed to meet their unique needs, provide some educational benefit and prepare them for employment and independent living. [20 USC § 1400]

"Individuals with exceptional needs" means those persons who satisfy all the following: (a) identified by an Individualized Education Program (IEP) team as a child with a disability, as that phrase is defined in subparagraph (A) of paragraph (3) of Section 1401 of Title 20 of the United States Code; and (b) the impairment requires instruction, services, or both, which cannot be provided with modification of the regular program. [E.C. 56026]

Our PEEP/PREPARE program provides instruction individualized to the needs of each student, per the child's Individual Education Plan.

Opportunities for Parental Involvement
Parent involvement is encouraged and is an integral part of our school's culture. The School Site Council has afforded parents an opportunity to take an active role in shaping our academic and extracurricular programs. Many parents volunteer countless hours in the classroom, front office, and lunch supervision. The Principal's Parent Advisory Council (PAC) meets monthly on Friday mornings discuss matters of interest to the school community. For more information, contact Diane Frost at 549-1220.

Enrollment by Grade Level (2019-2020)

Grade Level	Number of Students
Grade 1	1
Grade 5	1
Grade 8	1
Total Enrollment	3

Enrollment by Group (2019-2020)

Group	Percent of Enrollment
Hispanic or Latino	66.6%
White	33.3%
Students with Disabilities	100%
Socioeconomically Disadvantaged	33.3%

Average Class Size and Class Size Distribution (Secondary)
This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class	2017-18				2018-19				2019-20			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten					1	1						
Grade 1									1	1		
Grade 5					1	1			1	1		
Grade 8					1	1			1	1		

III. School Climate

School Safety Plan
Our current PEEP/PREPARE program is located on SLOHS campus, a beautiful campus with an environment that promotes student well being, safety and educational opportunities. Safety and order is the focus of our school's Safe School Plan, our discipline code, the San Luis Obispo Police Department Resource Officer on campus, and student support programs like the Conflict Management Team and the Student Assistance Program.

Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. SLOHS is committed to maximizing school safety and to creating a positive learning environment, emphasizing high expectations for student conduct, responsible behavior and respect for others.

The Safe School Plan for San Luis Obispo High School is a continuous work in progress that is updated and approved annually by the School Site Council. To support and assist students, the district has implemented a Crisis Intervention Response Team (CIRT). The CIRT is a cadre of employees who have received specific training in grief counseling. When activated, members of this team are notified and asked to assist the staff at specific school site(s) when there has been psychological trauma to the students, staff or community.

Our close proximity to the Diablo Nuclear Power Plant necessitates that a nuclear response be a part of our Safe School Plan. The Nuclear Power Plant Emergency Response Plan approved by the Governing Board in September 1998 has been updated as of April 2016. The purpose of the emergency response plan is to designate the steps to be used to protect students and staff of the SLCUSD in the event of an emergency at the Diablo Canyon Power Plant. It contains procedures for evacuating school children from impacted Protective Action Zones as rapidly as possible. The primary relocation site for SLCUSD students will be Paso Robles Event Center (Mid-State Fairgrounds).

The Safe School's Plan also includes procedures in the event of an earthquake, fire, intruder, and/or bomb threat. These drills are conducted and their effectiveness evaluated each year. Students and staff are informed and prepared to respond to any emergencies should an actual event occur.

The school's Safety Plan is updated annually and reviewed with staff.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2017-2018	2018-19	2019-20	2017-2018	2018-19	2019-20
Suspensions	0%	0%	0%	2.4%	2.7%	0.024%
Expulsions	0%	0%	0%	0.2%	0.1%	0.0013%

IV. School Facilities

Facility Conditions and Planned Improvements
The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at http://www.slcusd.org/fmp/index.html. The following is a list of projects at the High Schools: renovate classrooms campus-wide, renovate restrooms campus-wide, Library renovation,

new student support center, Cafeteria and kitchen expansion, STEAM (industrial arts) complex renovation, pool and support building, MPR/performance space, gym and locker room improvements, renovate plaza / quad area, new all-weather track, and refurbish/expand tennis courts.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Age of School Buildings
SLOHS has 79 classrooms, a multipurpose room, two gymnasiums, locker rooms, a library and an office. The main campus was built in 1960; additions were constructed in 1964, 1965 and 1980.

Maintenance and Repair
The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule
The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects
The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			Action taken or planned is tracked with School Dude
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
Overall Rating	✓			

V. Teachers
Teacher Credentials
The following table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	2018-19	School 2019-20	2020-21	District 2019-20
With Full Credential	3	3	1	377.35
Without Full Credential	0	0	0	4.1
Teaching Outside Subject Area of Competence	0	0	0	7.3

Teacher Misassignments and Vacant Teacher Positions
The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2018-19 through 2020-21.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

VI. Support Staff

Academic Counselors and Other Support Staff (2019-2020)
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Career/College Guidance Center Coordinator	0	
Adaptive Physical Education	0	
Occupational Therapist	0	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2019-2020)
Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

K-8 Core Curriculum Areas
The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (city)	Heinemann	*Units of Study for Teaching Reading*
	2003	6(LOMS), 7-8	McDougal Littell	*Language of Literature*
Mathematics	2014	K-2	Math Learning Center	*Bridges, 2nd Edition*
	2015	3-5	Math Learning Center	*Bridges, 2nd Edition*
	2016	6	College Preparatory Mathematics	*Core Connections, Course 1*
	2016	7-8	College Preparatory Mathematics	*Core Connections, Course 2 & Course 3*
History/Social Science	2007	K-5	Houghton Mifflin	*Houghton Mifflin History/Social Science*
	2020	6	National Geographic Learning	*World History: Ancient Civilizations*
	2020	7	National Geographic Learning	*National Geographic Explore*

	2020	8	National Geographic Learning	*World History: Medieval and Early Modern Times*
Science	2020	6	National Geographic Learning	*World History: Ancient Civilizations*
	2020	7	National Geographic Learning	*National Geographic Explore*
	2020	8	National Geographic Learning	*World History: Medieval and Early Modern Times*
	2020	6	National Geographic Learning	*World History: Ancient Civilizations*

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)
Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/, and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (2019-2020)
Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education	Limited English Proficiency, Title III
College Readiness	Special Education
English Language Instruction	Title I, Title IV Student Support & Academic Enrichment
Homeless Child Education	Vocational Education
Lottery	Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2018-2019)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	$47,450	$49,782
Mid-Range Teacher Salary	$70,874	$76,851
Highest Teacher Salary	$99,703	$97,722
Average Principal Salary (Elementary)	$129,790	$121,304
Average Principal Salary (Middle)	$140,605	$128,629
Average Principal Salary (High)	$157,254	$141,235
Superintendent Salary	$215,273	$233,396
% of Budget for Teacher Salaries	30%	33%
% of Budget for Admin Salaries	5%	6%

IX. Student Performance

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

X. Instructional Planning and Scheduling

Professional Development
Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25/7	32/19	55/39

Note: Full days/partial days.

The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about this school, parents and community members should contact the school principal or the district office.