San Luis Coastal Unified School District

PEEP/PREPARE

Grades K, 6, 12

Janet Gould, Principal

E-mail: jgould@slcusd.org

1499 San Luis Drive
San Luis Obispo, CA 93401
Phone: (805) 596-4040
Fax: (805) 542-9075
CDS Code: 40-68809-0118695
Web Site: www.slcusd.org

2020-2021 School Accountability Report Card
Published During 2021-2022

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Our Vision
San Luis Coastal prepares each student for a life of purpose.

Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.

Our Mission
San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.

DISTRICT OFFICE

1500 Lizzie Street
San Luis Obispo, CA 93401
Phone: (805) 549-1200
Fax: (805) 549-9074
E-mail: district@slcusd.org
Web Site: www.slcusd.org

Eric Prater, Ed. D.
Superintendent

Ryan Pinkerton
Assistant Superintendent
Business Services

Diane Frost
Assistant Superintendent
Educational Services

The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

2021-2025:

All Means All: All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

Respect and Integrity: Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

Collaboration and Civil Discourse: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

Culture of Care and Safety: Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students' voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

Continuous Improvement: Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

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 (2020-2021)

Grade Level	Number of Students
Kindergarten	1
Grade 6	1
Grade 12	12
Total Enrollment	14

Enrollment by Group (2020-2021)

Group	Percent of Enrollment
Male	50%
Female	50%
Non-binary	0%
Filipino	7.1%
Hispanic or Latino	50%
White	42.9%
Students with Disabilities	100%
Socioeconomically Disadvantaged	28.6%

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	2018-19 Avg. Class Size	2018-19 Number of Classrooms 1-20	2018-19 Number of Classrooms 21-32	2018-19 Number of Classrooms 33+	2019-20 Avg. Class Size	2019-20 Number of Classrooms 1-20	2019-20 Number of Classrooms 21-32	2019-20 Number of Classrooms 33+	2020-21 Avg. Class Size	2020-21 Number of Classrooms 1-20	2020-21 Number of Classrooms 21-32	2020-21 Number of Classrooms 33+
Kindergarten	1	1							K (1)	1		
Grade 1					1	1						
Grade 5	1	1			1	1			6 (1)	1		
Grade 8	1	1			1	1			12 (12)	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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21
Suspensions	0%	0%	0%	2.7%	0.024%	0.004%
Expulsions	0%	0%	0%	0.1%	0.0013%	0%

Suspensions and Expulsions by Student Group (School Year 2020-2021) (Column 1)
Chronic Absenteeism by Student Group (School Year 2020-2021) (Column 2)

Group % of Enrollment	Column 1	Column 2
All Students	0%	0%
Male	0%	0%
Female	0%	0%
Non-binary	0%	0%
African American	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Pacific Islander	0%	0%
White (not Hispanic)	0%	0%
Two or more	0%	0%
Socioeconomically Disadvantaged	0%	0%
English Learners	0%	0%
Students with Disabilities	0%	0%

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. Year and month of the most recent FIT report:12/16/20

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 Preparation and Placement (School Year 2019-2020) The following information will not be available for publishing on January 31, 2022. Date of release TBD by CDE.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement						
Intern credential holders properly assigned						
Teachers without credentials and misassignments						
Credentials teachers assigned out-of-field						
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers without credential s and misassignments (School Year 2019-2020)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers without credentials and misassignments	

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.

Credentialed Teachers Assigned Out-of-Field (School Year 2019-2020)

Indicator	Number
Credentialed teachers authorized on a Permit or Waiver	
Local assignment options	
Total Out-of-field teachers	
Misassignments for English learners	
No credential, permit or authorization to teach	

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

VI. Support Staff

Academic Counselors and Other Support Staff (2020-2021)
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	
Other	1	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2021-2022)
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	2016	K-8	Delta Education	*FOSS Next Generation*
	2020	6	Delta Education	*FOSS Next Generation*
	2020	7	Delta Education	*FOSS Next Generation*
	2020	8	Delta Education	*FOSS Next Generation*

9-12 Core Curriculum Areas
The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	*Language of Literature*
Mathematics	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra I*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Geometry*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra II*
	2015	9-12	W.H. Freeman and Company/BFW	*The Practice of Statistics, 5th Edition*
	2005	9-12	Prentice Hall	*Calculus: Graphical, Numerical, Algebraic (AB)*
	2007	9-12	Prentice Hall	*Calculus: Graphical, Numerical, Algebraic, AP Ed. (BC)*
	2010	9-12	Pearson/Addison Wesley	*Precalculus*
History/Social Science	2019	10	Houghton Mifflin Harcourt	*Modern World History: California Edition*
	2019	10-12	Cengage	*Western Civilization Since 1300 (AP)*
	2019	11	Houghton Mifflin Harcourt	*American History, Reconstruction to the Present*
	2019	12	Pearson	*Magruder's American Government*
	2020	12	Bedford, Freeman & Worth	*American Government: Stories of a Nation (AP)*
Science	2018	9	Lab-Aides	*Science and Global Issues: Biology, 2nd Edition*
	2021	9-12	Pearson Education	*Biology (AP Edition)*

Subject	Year Adopted	Grade Levels	Publisher	Title
	2021	10-12	Pearson Education	*Environment: The Science Behind the Stories, 7th Edition (AP)*
	2017	10-12	Pearson Education	*Environmental Science: Toward a Sustainable Future*
	2020	10	Houghton Mifflin Harcourt	*California HMH Science Dimensions Chemistry in Earth Systems*
	2014	11-12	Wiley	*Cutnell & Johnson Physics, 10th Edition (AP)*

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	*Lifetime Health*

World Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2018	9-12	Vista Higher Learning	*Senderos, Levels 1-4*
	2018	9-12	Holt McDougal Online	*Abriendo puertas: Ampliando perspectivas*
	2013	9-12	Pearson	*Reflexiones: Introducción a la literatura hispánica (AP Edition)*
	2020	9-12	McGraw-Hill	*Tu Mundo: Espanol Sin Fronteras, 2nd Edition*
French	2018	9-12	Vista Higher Learning	*D'accord! Langue et Culture du Monde Francophone, Levels 1-3*
Latin	2012	9-12	Cambridge	*Cambridge Latin Course, North American, 4th Edition*
	2012	9-12	Bolchazy-Carducci Publishers	*Aeneid Books I-VI* and *Selections from Julius Caesar's Commentarii de bello gallico*
ASL	2008	9-12	Dawn Sign Press	*Signing Naturally*

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

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 (2020-2021)

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
College Readiness
English Language Instruction
Homeless Child Education
Lottery

Limited English Proficiency, Title III
Special Education
Title I, Title IV Student Support & Academic Enrichment
Vocational Education
Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2019-2020)

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	$48,399	$51,029
Mid-Range Teacher Salary	$72,291	$78,583
Highest Teacher Salary	$101,697	$99,506
Average Principal Salary (Elementary)	$134,818	$124,576
Average Principal Salary (Middle)	$146,286	$131,395
Average Principal Salary (High)	$161,971	$144,697
Superintendent Salary	$219,578	$240,194
% of Budget for Teacher Salaries	32%	34%
% 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.

Chronic Absenteeism by Student Group (School Year 2020-2021)

Group	Percent of Enrollment
All students	0%
Male	0%
Female	0%
Non-binary	0%
African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	0%
Pacific Islander	0%
White (not Hispanic)	0%
Two or More	0%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%

X. Instructional Planning and Scheduling

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

Measure	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	32/19	55/39	59/43

Note: Full days/partial days.