



## SAN LUIS OBISPO COUNTY SCHOOLS ANNUAL EDUCATION REPORT 2010



## FROM THE COUNTY SUPERINTENDENT OF SCHOOLS

Dear County Residents,

I am pleased to present this sixth Annual Education Report for San Luis Obispo County. Our public schools in San Luis Obispo County serve approximately 34,700 students ranging from kindergarten through high school. I believe these students are indeed the future of our county, state and nation. Our success as a society, a democracy and an economy requires a well educated citizenry. I know that you share my belief that our future depends on the investment we make in the education of our children today.

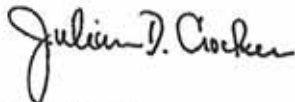
This Report will give you important information about the public schools in our county and the students who attend them. These are your schools and your students who are supported by your taxes. This Report provides a picture of our students — who they are, where they attend school, and how they are performing. There is some information about how your tax dollars are being spent, how our county compares with state averages, profiles of some of the people who work with our students, and some of the innovative programs being provided in our schools.

We have three goals for all students.

1. They are prepared to take the next step toward a productive career when they leave our schools.
2. They are prepared to be participating citizens in our democracy.
3. They will be life-long learners.

These are ambitious goals, but those of us who work in your schools are committed to their achievement. We appreciate the strong support from our families and the partnership with our communities in this effort.

Thank you,



Julian Crocker  
*County Superintendent of Schools*



## WHO ARE OUR STUDENTS?

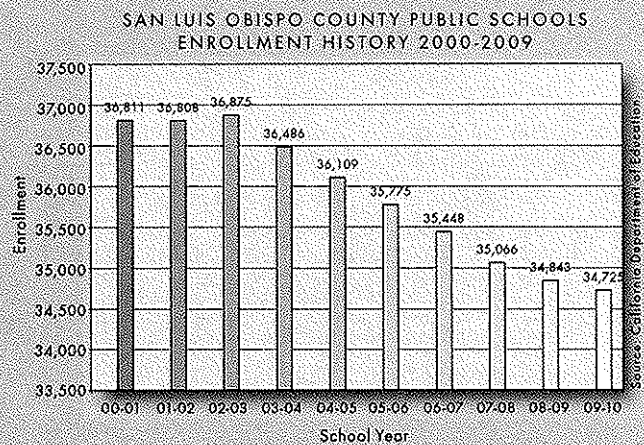
For the 2009-10 school year, San Luis Obispo County has 34,725 students enrolled in our public schools which places us in the middle range of California's 58 counties.

Our students are enrolled in 10 local school districts, the County Office of Education, and two district authorized charter schools. Our districts range in size from the largest, Lucia Mar Unified School District with 10,716 students, to the smallest, Pleasant Valley Joint Union Elementary District with 121 students in kindergarten through eighth grade.

California has 6.2 million students in our public schools, by far the largest number of any state. California's schools are the most ethnically diverse in the nation with 72% of our students classified as non-white. However, our county's student population is less ethnically diverse than the state with 41% being non-white. The largest ethnic minority in our schools is Hispanic with 29% as compared to the state with 49%. Our county has yet to experience the growth in Asian/Pacific Islander students that the rest of the state is experiencing.

California ranks first in the percentage of English learners with 24% of our students not fluent in English. In our county, we again have a different

picture with 15% of our students classified as English learners. The percentage of students qualifying for free or reduced price meals or receiving compensatory educational funds (measures of poverty) is also lower than that of the state. Approximately 11.5% of the county's students qualify for Special Education services, and the percentage with various disabilities is similar to the state profile.



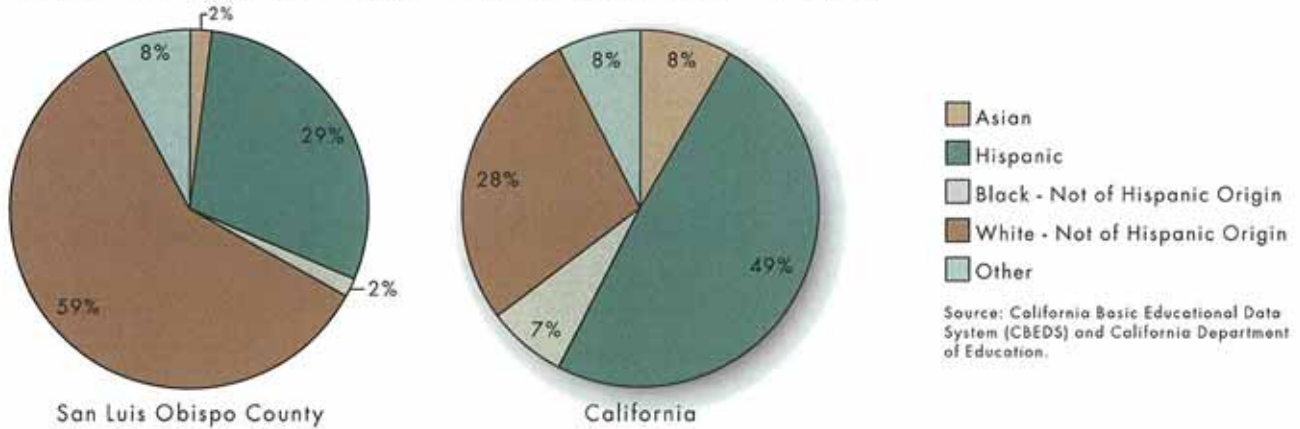
### SCHOOL DISTRICT ENROLLMENT 2009-10

DISTRICT	GRADES													GENDER				
	K	1	2	3	4	5	6	7	8	OTHER ELEM	9	10	11	12	OTHER SEC	MALE	FEMALE	TOTAL
ATASCADERO UNIFIED	359	381	383	311	352	327	354	378	396	0	429	454	380	391	0	2,458	2,437	4,895
CAYUCOS ELEMENTARY*	23	24	13	21	25	26	29	23	26	0	-	-	-	0	96	114	210	
COAST UNIFIED	59	57	50	52	57	51	54	49	62	0	57	57	80	69	0	403	351	754
LUCIA MAR UNIFIED	755	772	733	782	802	831	816	836	839	0	890	891	853	916	0	5,526	5,190	10,716
PASO ROBLES JOINT UNIFIED	531	492	467	529	491	452	495	503	505	0	618	583	555	605	0	3,493	3,333	6,826
PLEASANT VALLEY JT. UN. ELEM.*	16	12	19	13	12	19	6	14	10	0	-	-	-	0	54	67	121	
SAN LUIS COASTAL UNIFIED	579	551	518	503	530	506	518	566	529	0	595	624	607	615	0	3,688	3,553	7,241
SAN MIGUEL JOINT UNION*	68	80	63	65	66	70	47	47	44	0	-	-	-	0	282	268	550	
SHANDON JOINT UNIFIED	34	19	27	26	23	18	22	15	18	0	21	29	20	26	0	160	138	298
TEMPLETON UNIFIED	139	144	133	155	163	152	169	196	182	0	200	230	211	258	0	1,128	1,204	2,332
SLO COUNTY OFFICE OF EDUCATION	0	9	16	14	10	11	13	18	23	0	41	109	198	213	107	542	240	782
<b>GRAND TOTALS</b>	<b>2,563</b>	<b>2,541</b>	<b>2,422</b>	<b>2,471</b>	<b>2,531</b>	<b>2,463</b>	<b>2,523</b>	<b>2,643</b>	<b>2,634</b>	<b>0</b>	<b>2,851</b>	<b>2,977</b>	<b>2,904</b>	<b>3,093</b>	<b>107</b>	<b>17,830</b>	<b>16,895</b>	<b>34,725</b>

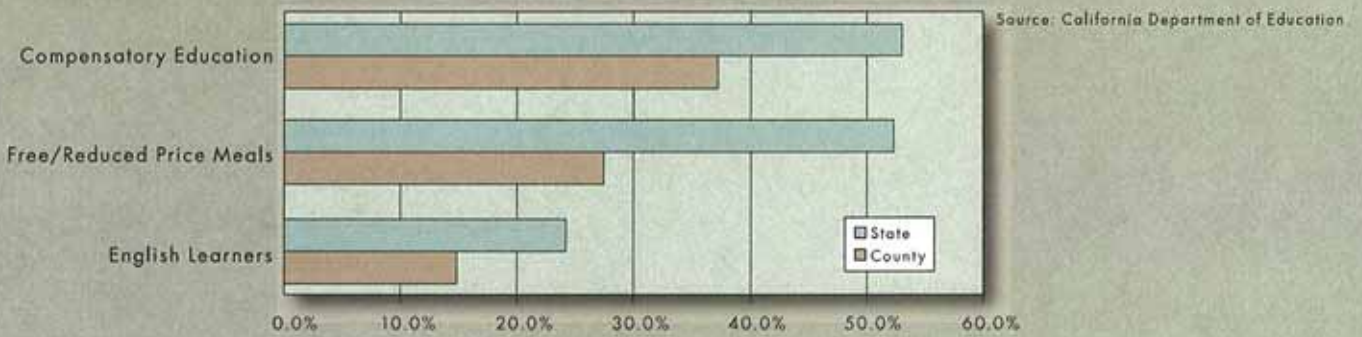
\*These districts serve Kindergarten through grade 8 only.

Source: California Basic Educational Data System (CBEDS)

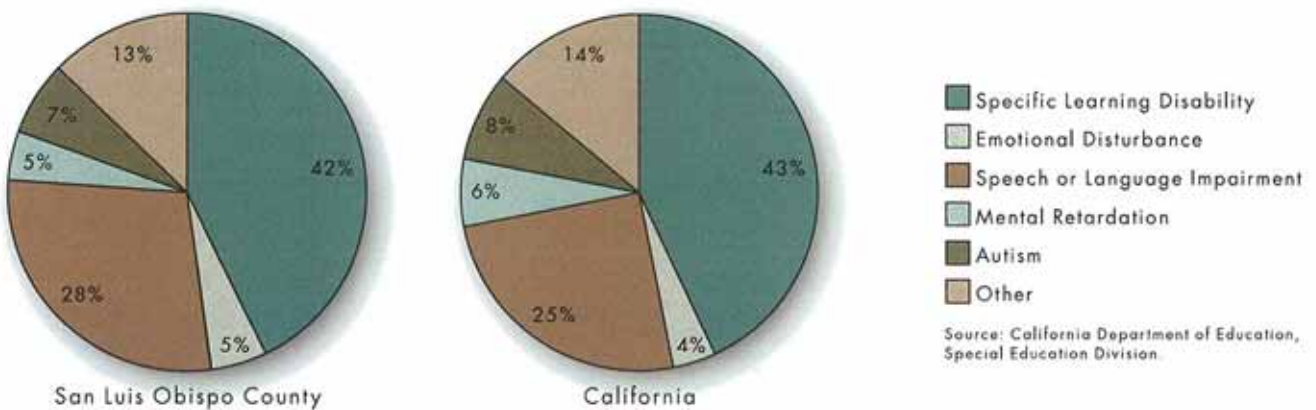
### STUDENT ETHNICITY ENROLLMENT COMPARISON 2009



### ENROLLMENT CATEGORIES FOR SAN LUIS OBISPO COUNTY AND CALIFORNIA 2008-09



### SPECIAL EDUCATION STUDENTS BY DISABILITY 2008



## STUDENT PERFORMANCE

Student achievement for San Luis Obispo County is well above the average for California and the nation, as measured by state and national criteria and norms.

### ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index is the cornerstone of California's Public Schools Accountability Act. The purpose of the API is to measure the academic performance and growth of schools on a numeric indicator of a school's performance level that ranges from a low of 200 to a high of 1,000. The statewide API target for all schools is 800. The API score summarizes the results of student performance in grades two through eleven on several tests including the California Standards Tests, which cover specific content areas; the California Alternative Performance Assessment, for students with significant cognitive disabilities, and the California High School Exit Exam for high school students. This report uses district and county "averages" for general comparison purposes, but actual scores are assigned only to schools.

### HOW DID WE DO?

The average county score is 50 points above the state average. Six districts have achieved the state target of 800. Sixty-five percent of county schools had API scores above the state average. Continued improvement has occurred each year with a gain of approximately 48 points between 2004 and 2009.

### 2009 ACADEMIC PERFORMANCE INDEX\*

	SLO County (average)	California (average)
2008	787	742
2009	805	755

Atascadero Unified	804
Cayucos Elementary	933
Coast Unified	790
Lucia Mar Unified	804
Paso Robles Joint Unified	770
Pleasant Valley Joint Union Elementary	827
San Luis Coastal Unified	831
San Miguel Joint Union	729
Shandon Joint Unified	726
Templeton Unified	832

\*The Academic Performance Index (API) is a numeric scale from a low of 200 to a high of 1000 based on the results of student testing. The scores reported here are an average score for the district based on the scores received by each school in the district.

Source: California Department of Education. Individual school scores are available at [www.cde.ca.gov](http://www.cde.ca.gov).

### CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

The California High School Exit Exam (CAHSEE) is a two-part exam covering English-Language Arts and Mathematics. Students must meet the district's graduation requirements and pass both sections of the CAHSEE in order to receive a public high school diploma. Students have up to seven opportunities in high school, beginning in tenth grade, as well as six opportunities in the two consecutive years after grade 12, to retake part or parts of the CAHSEE not previously passed.

### HOW DID WE DO?

Historically, classes that graduate from our local high schools have a passing rate of over 95%. Schools are focusing attention on tenth grade students since this is the first time students take the exam. Eighty-three percent of tenth grade students passed the English Language Arts portion of the exam and eighty-five percent passed the Mathematics portion.

## CALIFORNIA STANDARDS TESTS (CST)

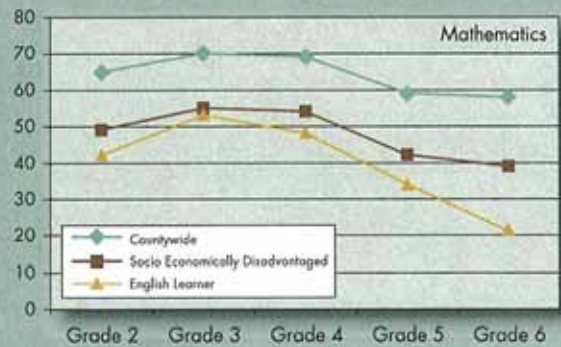
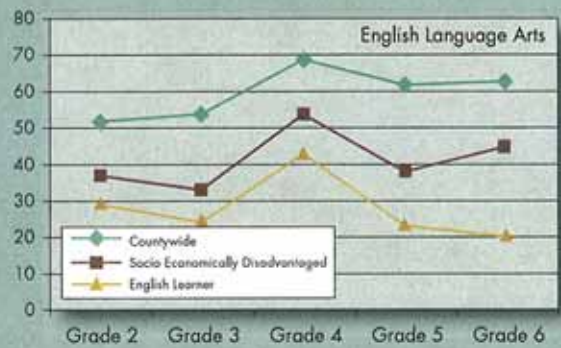
The California Standards Tests (CST) are specific assessments of student performance on the state's academic content standards by grade level. Educators pay close attention to these test results since they are directly linked to what is being taught. These criterion-referenced tests currently include English-Language Arts in grades 2-11, including a writing assessment in grades 4 and 7; math in grades 2-11; history and social science in grades 10 and 11; and science in grades 9-11. California's content standards are considered to be rigorous and set a high level of expectation for student performance at each grade level.

The federal government uses the results from these tests to identify progress that schools and districts are making to meet the requirements of the No Child Left Behind Act (NCLB). That Act requires that all (100%) students reach proficiency in English-Language Arts and Mathematics by 2014. There are five possible levels of student performance on the CST's: far below basic; below basic; basic; proficient; and advanced. Only the top two levels, *proficient* and *advanced*, are considered to meet the requirement of proficiency for the federal government. Schools and districts that fail to meet the proficiency targets for two consecutive years are identified for Program Improvement and must take action to improve their performance.

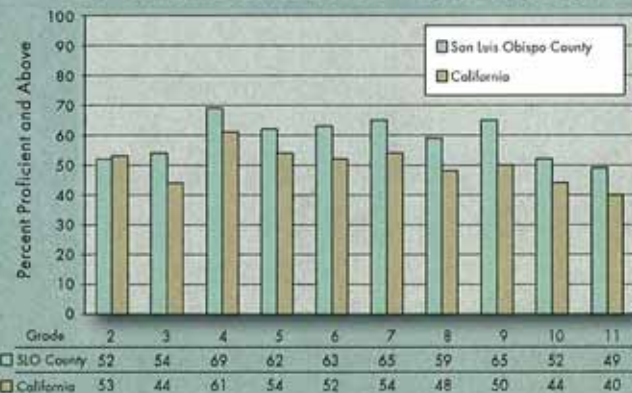
## HOW DID WE DO?

Most county schools and districts exceed the state average in the proficient or advanced categories in all grade levels in English-Language Arts and in most areas of Mathematics.

Students Scoring at Proficient or Higher on CST 2009

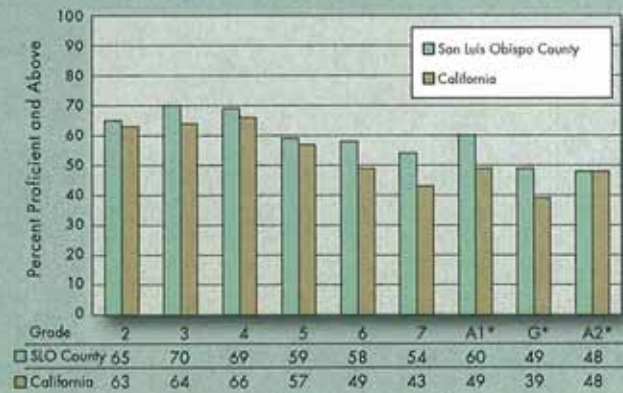


2009 California Standards Tests – English Language Arts



The score reported is the percentage of students scoring at the "proficient" or higher level of achievement on the tests. The scores reported here are countywide averages based on scores received by each local school district.

2009 California Standards Tests – Mathematics



\*A1: Algebra 1 \*A2: Algebra 2 \*G: Geometry  
Source: California Department of Education. Individual district and school scores are available at [www.cde.ca.gov](http://www.cde.ca.gov)

# CHALLENGES FOR THE FUTURE

## 1. REDUCING THE ACHIEVEMENT GAP Meeting the Needs of a Growing Number of English Learners.

The number of English learners will continue to increase and we must move these students to proficiency in English for them to be successful in school. The challenge is to provide the necessary training for staff to meet the needs of this growing population and to keep a school-wide focus on English language development and standards-based instruction for all students.

## 2. SUSTAINING PROGRESS WITH A LACK OF RESOURCES

Since 1998, California has been implementing a program to improve our schools based on rigorous standards in all content areas for all students, student assessment based on these standards, and a system of public accountability for results. This approach is having positive results and we know what to do to continue this improvement. However, our state is embarrassingly under-investing in school improvement efforts. California is currently 47 out of 50 states in spending per student, even before the current state budget crisis.

## 3. PROVIDING QUALITY TEACHERS FOR ALL STUDENTS

The most important thing a school can do to support student success is to ensure that every student has a well qualified teacher every minute in school. The projection is that 25-35% of the current teaching staff in the county will retire within the next five years. These shortages will be particularly acute in the areas of science, math and special education. The challenge will be to replace these teachers, and the expertise they represent, so that our children will continue to have a successful school experience in our county's public schools.

## 4. EXPANDING ACCESS FOR QUALITY PRESCHOOL

Research and experience confirm the positive impact of providing a quality preschool experience for 3- and 4-year-old children for their future success in school. The challenge will be to fund expanded access to include all children and developing a qualified workforce to

meet the needs of our preschool-age children. A quality preschool experience is especially effective in meeting the language needs of young English Language Learners. We have some excellent examples of quality preschools in the county, but many of our children do not have access to such programs. We know that a dollar spent on quality preschool returns as much as seven dollars later in reduced crime, reduced dropouts, and reduced unemployment costs.

## 5. ADJUSTING TO DECLINING ENROLLMENT

This challenge has been with us since 2001, and will likely continue for several years. This year's high school senior class is 530 students larger than the entering kindergarten class. The challenge is to adjust expenditures on an annual basis in response to declining revenue, while still meeting high expectations for our students.

## 6. REDUCTION IN SCHOOL DROPOUTS

Our countywide dropout rate is 11.1%, lower than the state rate of 18.9%, but still a great waste of human potential and a source of future social costs. We have some promising practices for reducing dropouts locally and elsewhere. A lack of school success in elementary school, truancy in elementary and middle school, and delinquency are strong predictors of dropping out. The challenge is to work with families and the community to address these indicators early in school to substantially reduce our dropout rate.



## CLOSING THE ACHIEVEMENT GAP

State Superintendent of Public Instruction, Jack O'Connell, is leading a statewide initiative to close the achievement gap that exists between the majority of students in our state and those students who are living in poverty, are still learning English, or who have a learning disability.

In our county, the primary focus is on English Language Learners. Data from our county shows these are the students who are not succeeding in school. Research continues to validate several factors that lead to closing the achievement gap for all students, including:

- High academic standards that are well known and regular measurement of student performance on these standards.
- Retention and recruitment of high-performing teachers who want to be accountable for student success.
- Regular use of student performance data to guide instruction.
- Supplemental instruction, such as tutoring, that is focused on mastering academic standards and specific areas of student need.
- Access to a high quality preschool experience for 3- and 4-year olds that builds early literacy skills. This is particularly effective for English Language Learners.

In addition, current data from The California Healthy Kids Survey (CHKS) point to environmental factors at school linked to closing the achievement gap for students:

- Caring adult relationships — having a teacher or other adult who takes an interest in their lives by listening and talking with them
- High expectations — hearing from adults that they will be a success, they have done a good job, and are recognized for doing their best
- Meaningful participation in school — participating in interesting activities, doing things that make a difference, and getting involved in decisions about activities on their campuses.

Finally, the success of schools in closing the achievement gap is greatly increased when there is support from families and the community.

## TEACHERS ARE THE DIFFERENCE

We know that the quality of teaching is the most important influence on student achievement. The impact of the teacher on student learning trumps textbooks, buildings, special programs, or the curriculum. Effective classroom teaching is one of the few things that can actually overcome the legacy of poverty that follows some children to school. Successful schools are characterized by successful teachers. Here are some ideas for providing quality teachers for our schools.

**GETTING THE BEST** Salaries for beginning teachers need to be competitive with other professions to attract quality candidates from the start. It is difficult to recruit the most capable teacher candidates when starting salaries are often substantially below entry-level positions in other fields. Competitive compensation would also mean a longer work year for teachers. Also, we should make it easier for experienced professionals in other fields (i.e. engineering or health) to teach in schools on a part-time basis as another strategy for getting the right people in our classrooms.

**KEEPING THE BEST** The working conditions for teachers need to be positive and supportive if we are to reduce the attrition rate for new teachers within their first five years. This loss is a waste of money and talent. Within severe budget constraints, our local schools are working to provide time for planning, opportunities for professional development, access to adequate materials, collaboration with peers, supportive leadership, as well as competitive salaries. We also know that a strong mentoring program is essential for the success of new teachers, such as the Beginning Teacher Support and Assessment (BTSA) program used in our county.

**REWARDING THE BEST** There could be differentiated compensation to encourage effective teachers to stay connected to the classroom. For example, Master Teachers who serve as adjunct faculty for teacher training, or Mentor Teachers who specialize in coaching new teachers, or Specialized Teachers who have advanced training and expertise in areas such as English language learners would receive additional compensation based on their increased responsibility.

Action in the above areas will cost money and may seem quixotic in this time of budget turmoil. However, unless local schools, universities, and the state address the need to recruit, retain and reward quality teachers, little else that we do to improve our schools will matter.



## MEETING THE NEEDS OF A GROWING NUMBER OF ENGLISH LEARNERS

There are approximately 5200 English Learners in our county which represents almost 15% of the total student enrollment. There has been a steady increase in the number of English Learners over the past eight years and meeting the needs of these students is our first priority in closing the achievement gap in the county.

The good news is that we know what works.

Dr. Laurie Olsen, the former Executive Director of California Tomorrow, has done extensive research on meeting the needs of English learners and she correctly defines our goal as, "Enabling English learners to learn English quickly enough and fluently enough to participate fully in grade-level academic curriculum." Schools that are successful in meeting this goal provide these key elements:

### HIGH QUALITY TEACHING, PROFESSIONAL DEVELOPMENT AND MATERIALS

As in all of schooling, the quality of teaching is the single most important factor in student success. Success for English learners is no exception. The training of our teachers in proven methods to support the English language development of English learners is essential to the success of these students. Materials that are engaging and aligned to content standards are also needed for English learners to be successful.

### A RANGE OF PROGRAMS FOR ENGLISH LEARNERS

The key is to recognize that all English learners are not the same. Some have no experience with English but have high literacy in their native language, while others may lack literacy skills in their native language. Other students have had some exposure to English from an early age and need less intensive support. A variety of instructional approaches is required to meet these individual needs.



### STRONG PRESCHOOL FOUNDATION

One of the most positive benefits of a quality preschool experience for young English learners is their early language development in English. Two local examples of this power of quality preschool for English learners are Oceano (Lucia Mar USD) and Georgia Brown (Paso Robles JUSD) elementary schools that successfully serve large numbers of English learners.

# SCHOOL SUCCESS BEGINS WITH SHOWING UP TRUANCY AND DROPOUT IN SLO COUNTY

Nationwide, 16% of persons between the ages of 16 and 24 (6.2 million people) are high school dropouts. California is home to more dropouts than any other state. The dropout rate in SLO County is 11.1% as compared to the state average of 18.9%. However, any student who does not graduate is cause for concern. Dropouts are much more likely than their diploma-earning peers to be: unemployed, live in poverty, access public assistance, spend time in prison, have more health issues, become single parents, and raise children who also drop out of school. High school dropouts, on average, earn \$9,200 less per year than graduates.

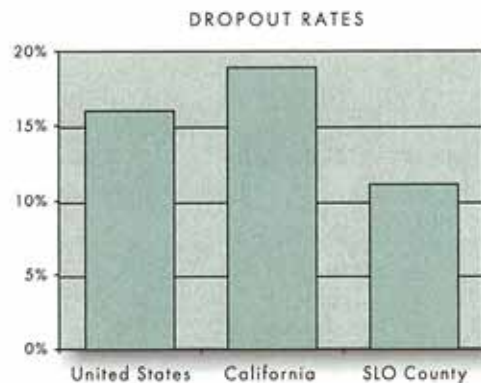
The crucial protective factors that ensure a high school diploma include:

- an attachment to a school with a positive, safe, and drug-free climate,
- positive relationships with teachers and other school staff, and
- an experience of academic success.

While schools in SLO County strive to guarantee academic success, students often arrive with challenges that make this difficult — lack of adequate housing, substance abuse or violence in the home, poor supervision, and teen pregnancy, to name a few. Guaranteeing students' success requires a community-wide effort to address these multiple risk factors. A Strategic Plan by the *Children's Services*

*Network* released in November, 2009 offers specific recommendations that both school and community agencies can undertake to address truancy and dropout in SLO County.

One critical finding is that school success begins with showing up. In the first half of the 2008/2009 school year, over 15% of public school students in SLO County already had three unexcused absences and were classified as truant. As parents or community members, it is important to remember that academic success cannot happen if a chair is empty. In order to be successful, children need to be in school — every day.



## A BRIGHT IDEA: CAREER PATHWAYS IN HIGH SCHOOL

The concept of career pathways for high school students is an increasing trend in California.

Some of the characteristics of career pathways include a focused course of study on a general area of employment interest, a small group of students who stay together throughout their four years of high school, and opportunities for internships and experiences in the workplace. At Arroyo Grande High School (Lucia Mar USD), the Invention & Design Engineering Academy (IDEA) is an example of a career pathway for students interested in engineering or engineering technology.

The IDEA engineering flowpath meets UC science requirements in both life and physical sciences while providing opportunities for students to learn skills in experimental design, analysis, problem solving, and teamwork. Students typically begin with *IDEA Biology* as freshman and next enroll in *IDEA Honors Chemistry & AP Physics*, a 2-year, UC-approved course that integrates the chemistry and AP Physics-B curricula. Between the first and second years of the course, students may elect to carry out a student-designed and directed independent research project, which allows them the opportunity to



earn honors credit for the first year of the course. Additional courses in the IDEA engineering flowpath to be offered in 2010 will include *IDEA Materials Engineering & Product Design* and *IDEA Senior Project and Internship*. Planned for introduction in 2011 is *IDEA Biomedical Engineering*, a senior-level course that will focus on biology and medical-related engineering applications.



The engineering technology flowpath strives to get students interested in careers in technology or related trades through courses such as: *Exploring Engineering & Technology*, *IDEA Draw, Design & Build!* or *IDEA Digital Electronics & Robotics*, which will be offered in 2010. These courses allow students to try their hand at design and fabrication and gain awareness and understanding in the wide variety of engineering and technology related fields available to them. Planned for 2010, *IDEA Senior Project & Internship* will allow seniors to develop a personal portfolio and resume, and then interview at local engineering or technology-related companies. Once "hired," students participate in a 20-week internship in a selected field of interest in which they gain practical experience in possible future careers. IDEA also supports students through a dedicated counselor and development of a student specific 4-year plan. Field trips and guest speakers are also emphasized to try to bring more meaning to the learning process.

*To learn more about IDEA, visit their website at [www.aghsidea.org](http://www.aghsidea.org) or contact Dave Helete, IDEA Director, 805-474-3200, Ext. 2808 or [dhelete@lmusd.org](mailto:dhelete@lmusd.org).*

# TEACHERS AND CLASSIFIED EMPLOYEES 2009

*Annually, one teacher and one classified employee from our local school districts and community college are selected and honored by their peers as "Employee of the Year." All of our honorees display an excitement about education, show a real interest in all students, and demonstrate teamwork and dedication that makes a difference in the lives of our students.*

## TEACHERS



Carol Comeau  
San Luis Coastal USD



Erin Seidel  
Shandon JUSD



Fred Platou  
Templeton USD



Gary Bissell  
Santa Lucia ROP



John Knulson  
Cuesta College



Keferin Stewart  
San Miguel JUSD



Lisa Bushong  
Pleasant Valley  
JUESD



Nan Oringer  
SLO Co. Office of  
Education



Russ Stewart  
Templeton USD



Sherry Aguilar  
Coast USD



Suzy Reynolds  
Paso Robles JUSD

## CLASSIFIED EMPLOYEES



Irene Mullen  
Shandon JUSD



Jerry Dunlap  
San Luis Coastal USD



Kathy Decou  
Cuesta College



Kristy Mooney  
Lucia Mar USD



Martin Williams  
SLO Co. Office of  
Education



Mona Lancaster  
Atascadero USD



Patrick Healey  
Templeton USD



Terri Duke  
Pleasant Valley  
JUESD



Theresa Smith  
San Miguel JUSD



Vicky Mobley  
Coast USD

SAN LUIS OBISPO COUNTY 2009-10 TEACHER OF THE YEAR  
MARK HOUCHIN



Mark Houchin is a man of many talents. Not only is he a successful teacher of World History, Advanced Placement World History and Economics, Mark has served as the History Department Chair at Nipomo High School for the past five years. Principal Michelle Johnson acknowledged the integral role Mark has played in school improvement by serving on the school's Leadership and Data Teams for the past two years; leading the "Professional Learning Community" charge within the school; actively collaborating with department team members; and providing assistance outside his department as needed. Mark doesn't end his commitment to education in the classroom as he also serves as the head coach for the Nipomo High School cross country track teams, coaches baseball, and is the Advisor to the school's Ultimate Frisbee Club.

"Mark has the innate ability to reach all learners, and he works tirelessly to support his students. He communicates genuine concern for his students, and effectively collaborates with other staff regarding students' specific needs and accommodations."

—Michelle Johnson, Principal  
Nipomo High School

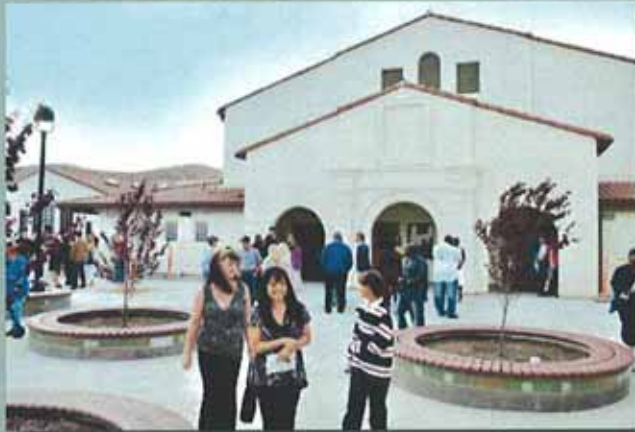
When observing Mark in the classroom, it is easy to see what a strong connection he has with his seniors. He has an easy rapport; greets students as they enter the room, and also asks them little personal questions, "How did you do at the game yesterday?" or "How did the test go?" or "Thank you for being on time."

Mark is so positive — talks about how much he loves teaching and has the best job in the world. Mark speaks of the importance of finding a job you love and having the passion to do it every day. It is obvious that Mark is a caring and committed teacher who takes pride in his work and in the success of his students. Although Mark is a humble man, his genuine passion for education and his ability to inspire students is well-known throughout the District.

Each year the graduating class of Nipomo High School selects several staff members to shake their hands as they exit the stage after receiving their diplomas. Out of the five graduation ceremonies held in the short history of the school, Mark Houchin was selected by the senior class four times to be in that receiving line — quite an honor! Now Mark can add another honor to his list — the 2009-10 San Luis Obispo County Teacher of the Year. This honor and recognition is well-deserved.

## OLD CAMPUS LEARNS NEW TRICKS IN CAYUCOS

Cayucos Elementary School held its first graduation ceremony in the school's new multi-purpose gymnasium this past June. The 27 graduates of the class of 2009 were represented by family and friends who would have been crowded in the school's former 1936 auditorium, but were comfortably accommodated in the new gym, which can seat over 460 people, making it the largest meeting venue in Cayucos. The building is fully equipped as a performance and meeting space, with a complete complement of sound and lighting equipment. The gym itself has been carefully designed with the right balance of reflective and absorptive surfaces to give it favorable acoustics. The "new" school can easily be seen from Highway 1 at the northern end of Cayucos.



Project Team:  
Construction Manager: Marcia Walther  
Architect: RRM Design Group  
Contractor: Maino Construction  
Construction Cost: \$11.3 million

A local design firm designed the project which includes an overall renovation of the Cayucos Elementary School campus and construction of four new buildings. The construction, performed by a local contractor, allows the school to house all students in new, daylit and energy efficient classrooms. To improve safety and provide better access, the project also includes all new sidewalks around the campus as well as replacement of the ramp joining the campus with the lower playfields. The final phase of the project, currently under construction, is to renovate the existing kindergarten classroom building into a new County branch library.

Construction of the new facilities was overwhelmingly supported by the community through the passage of two bonds to finance the district's share of its construction cost (state bonds afforded additional funding). A favorable bid climate allowed the District to expand the project to include a building with three additional classrooms.

"We have an excellent academic program and now we have the facilities to match."

— George Erdelyi, Superintendent  
Cayucos Elementary School

### WHAT ARE SOME ALTERNATIVES?

**PRIVATE SCHOOLS** There are 29 private or parochial schools in our county. These schools enroll approximately 2,600 students, and work cooperatively with the public schools to serve our families and students. *Contact the individual schools for further information.*

**CHARTER SCHOOLS** There are two Charter Schools chartered in the County. Bellevue-Santa Fe Charter School has enrollment of 146 in grades K-5 and is chartered by the San Luis Coastal Unified School District. *For information, contact the school at 595-7169.* The other Charter School is the Grizzly Youth Academy, chartered by the County Office of Education in partnership with the California National Guard. Its focus is on students who are at risk of dropping out of school. *For additional information, contact the school at 782-6882.*

### HOME SCHOOLING/INDEPENDENT STUDY

There are approximately 800 students enrolled in a home schooling or independent study program supported by local school districts. These students are included in the enrollment figures for that district. There is an unknown number of students who may be attending school at home without support from a local district. *For information about home school options within the county, contact the local school district of residence.*

# SERVICES OF THE SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

3350 EDUCATION DRIVE, SAN LUIS OBISPO, CA 93405 • (805)543-7732 • WWW.SLOCOE.ORG

## ADMINISTRATIVE SERVICES

- Superintendent's Office
- County Board of Education
- County Committee on School District Reorganization
- Emergency Response Coordination
- Human Resource Services
  - Administrative Recruitment Services
  - Credentialing
  - Fingerprinting
  - Professional Development Support
  - Teacher and Classified Employee of the Year
- Legislative Communication
- Public Information
- San Luis Obispo County School Boards Association
- Special Education Local Plan Area (SELPA)

## BUSINESS SERVICES

- Business Support for Small School Districts
- Fiscal Oversight
- Labor Compliance and Monitoring
- Payroll Processing
- Purchasing
- Technology Services

## EDUCATIONAL SUPPORT SERVICES

- Academic Competitions
- Administrator/Teacher Professional Development
- AVID (Advancement Via Individual Determination) Program
- Beginning Teacher Support & Assessment (BTSA)
- CREEC (CA Regional Environmental Education Community) Network
- Curriculum Development
- DAIT (District Assistance Intervention Team)
- Direct Service School District Support
- District/School Program Improvement Support
- English Learner Support Services
- Health/Prevention/Wellness
- Local Child Care Planning Council
- Math/Science Initiative
- Media/Educational Technology Center
- Professional Development & Certification
- Rancho El Chorro Outdoor School (~10,000 students annually)
- School/Community/Family Partnerships
- State Preschool/First 5 Preschool Programs (362 students)
- Student Assessment & Accountability
- Technology Professional Development & Certification
- Youth Asset Development

## STUDENT PROGRAMS AND SERVICES

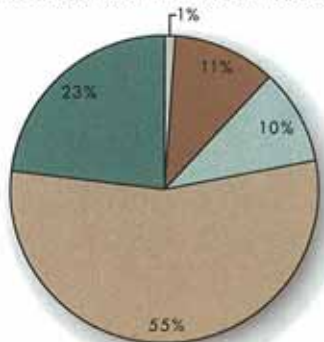
- Alternative Education (498 students)
  - Community Schools (294 students)
  - Juvenile Court School (35 students)
  - Grizzly Youth Academy (169 students)
- Foster & Homeless Youth Support
- Infant/Bright Start Program (51 students)
- Special Education (234 students)
  - Classes and Centers for Severely Disabled
  - Itinerant Services for Students

## SCHOOL DISTRICT INCOME & EXPENSES

OPERATING BUDGETS for all school districts and the County Office of Education total \$333 million annually.

MONTHLY PAYROLL for all school districts, County Office of Education and Cuesta College is \$23.6 million.

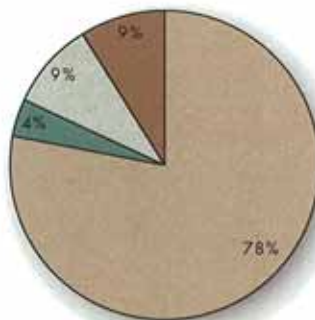
SAN LUIS OBISPO COUNTY  
SCHOOL DISTRICT REVENUE BY SOURCE



- Lottery
- Federal Government
- Local Miscellaneous Revenues
- Local Property Taxes
- State Funds

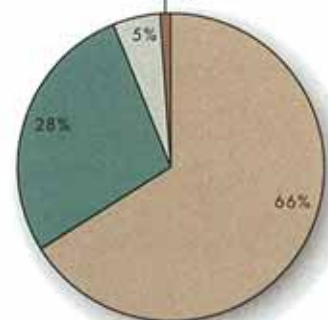
Source: San Luis Obispo County Office of Education Business Services Division December, 2009

SAN LUIS OBISPO COUNTY  
SCHOOL DISTRICT EXPENDITURES BY CATEGORY



- Salaries and Benefits
- Books and Supplies
- Operating Expenses
- Other Outgo, Capital Outlay and Transfers

CALIFORNIA  
SCHOOL DISTRICT EXPENDITURES BY LOCATION



- Classroom
- School Site
- District Office Administration
- State Department and County

Source: EdSource, How Are California's Education Dollars Spent? April, 2000.

## COUNTY SUPERINTENDENT OF SCHOOLS

Dr. Julian Crocker

## COUNTY BOARD OF EDUCATION

Floyd Moffatt, President   Gaye Galvan   Paul Madonna   Larry Peterson   Diane Ward



Dr. Julian Crocker

### DESCRIPTION

The San Luis Obispo County Office of Education is one of 58 county offices in California. The Office is governed by a five-member elected Board of Education and the County Superintendent of Schools, also a countywide elected official. The Board sets policy, approves the annual budget, and serves as an appeals board for interdistrict attendance requests and student expulsions. The County Superintendent of Schools is a state constitutional officer with both mandated and permissive responsibilities delineated by state law including the administration of the programs of the County Office of Education. The Office serves as an intermediate service agency between the California Department of Education and local school districts.

### 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.

### MISSION

The mission of the San Luis Obispo County Office of Education is to promote student success by providing countywide leadership, supporting the work of local school districts, delivering specialized educational services and programs, fostering community partnerships, and demonstrating unyielding advocacy for the diverse needs of all children.

### SAN LUIS OBISPO COUNTY SCHOOL DISTRICTS

DISTRICT	SUPERINTENDENT	PHONE
Atascadero Unified (K-12)	John Rogers	805 462-4200
Cayucos Elementary (K-8)	George Erdelyi	805 995-3694
Coast Unified (K-12)	Chris Adams	805 927-3880
Lucia Mar Unified (K-12)	Jim Hogeboom	805 474-3000
Paso Robles Joint Unified (K-12)	Dr. Kathleen McNamara	805 238-2222
Pleasant Valley Joint Union Elementary (K-8)	Tom Apkarian	805 467-3453
San Luis Coastal Unified (K-12)	Dr. Ed Valentine	805 549-1200
San Miguel Joint Union (K-8)	Dean Smith	805 467-3216
Shandon Joint Unified (K-12)	Rodney Wallace	805 238-0286
Templeton Unified (K-12)	Dr. Deborah Bowers	805 434-5800
Santa Lucia Regional Occupational Program (10-12)	Jim Souza	805 474-3000
SLO County Office of Education	Dr. Julian Crocker	805 543-7732

For further information about local schools, contact the San Luis Obispo County Office of Education at (805) 543-7732, or [www.slocoe.org](http://www.slocoe.org) with links to local school districts. Also, additional information is available online at [www.cde.ca.gov](http://www.cde.ca.gov), the California Department of Education, or [www.edsource.org](http://www.edsource.org), EdSource.

Thank you to Pacific Gas & Electric Company and The Tribune for their generous sponsorship of this Annual Report.



Design: Verdin Marketing Ink