

San Luis Coastal Unified School District

San Luis Obispo High School

Grade 9 through Grade 12

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2006-2007 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 possible in order to give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

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The Board of Education of San Luis Coastal Unified School District adopted the following District Goals for Strategic Planning on November 1, 2005:

Student Achievement and Well-Being

To provide for each student a safe school that knows and cares about the student, clarifies what is important for that student to know and be able to do, continually refines instructional practices, maintains accountability for student's achievement and well-being; and develops in the student a sense of personal responsibility for his or her education.

Budget Development

To develop a balanced budget based upon reasonable but conservative assumptions.

Facilities and Infrastructure

To plan for long-range systematic expansion/contraction, repair and replacement of district facilities and infrastructure.

Employee Recruitment and Retention

To develop systems for recruitment, induction, retention, placement, and professional growth of employees.

Community Confidence

To develop community confidence through active outreach, transparent processes, open communication, and meaningful partnerships.

Governance

To develop a community vision for our schools and a respectful forum for community input.

I. About San Luis Obispo High School

School Description and Mission Statement

San Luis Obispo High School, which opened in 1895, is one of three high schools in the San Luis Coastal Unified School District. The SLOHS campus is located on the east side of San Luis Obispo, nestled against the coastal foothills, providing a sweeping view of the city from the upper campus. The school serves the communities of San Luis Obispo, Avila Beach, and the outlying farming and residential areas. The district is an open enrollment district, so students from Los Osos/Baywood Park and Morro Bay also attend the school.

San Luis Obispo High School received full accreditation in 2006, and compares favorably to the top high schools in the state. Students are prepared to explore their career goals, whether their plan is to attend college or join the workforce after high school. SLOHS provides six curricular pathways to meet the needs of all students. Students are on a trimester schedule which allows them to take 15 classes a year. As a reflection of community values that heavily emphasize the importance of education, approximately 85% of graduates matriculate to four-year colleges and universities or community colleges.

The mission of SLOHS is to provide all students with a comprehensive program that will enable them to function with integrity, confidence and competence as they encounter life's challenges. We believe all students can learn and that all students can be successful. We believe all students deserve equal access to quality education which develops a well-rounded person. We believe students need excellent role models and that learning is a life-long process.

Opportunities for Parental Involvement

Parent involvement is encouraged and is an integral part of our school's culture. The Management Team has afforded parents an opportunity to take an active role in shaping our academic and extracurricular programs. Parents participate on the WASC Leadership Team and the focus groups. Parents also participate in the Black and Gold Boosters Club which supports many diverse programs and activities through financial contributions and voluntary assistance. Parents of students in the English Learners' (EL) Program participate in the English Learners' Advisory Council (ELAC) and the District English Learners Advisory Council (DELAC). Many parents volunteer countless hours in the classroom, front office, lunch supervision, and with the 24 Hour Relay Challenge. For more information, contact Will Jones at 596-4040.

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	402
Grade 10	406
Grade 11	405
Grade 12	347
Total Enrollment	1,560

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.63%	White (not Hispanic)	75.58%
American Indian or Alaska Native	0.32%	Multiple or No Response	0.26%
Asian	4.1%	Socioeconomically Disadvantaged	20%
Filipino	0.71%	English Learners	4%
Hispanic or Latino	16.28%	Students with Disabilities	7%
Pacific Islander	0.13%		

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	23.8	22	16	10	25.7	17	17	11	24.8	22	11	16
Mathematics	25.5	12	16	7	26.1	11	17	7	27.7	6	18	9
Science	27.9	6	12	10	29.9	3	14	10	29.4	2	16	9
Social Science	28.8	7	13	14	28.5	6	17	11	29.7	7	16	13

II. School Climate

School Safety Plan

SLOHS is 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 Team. 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 2006. 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-Sate 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 was last updated and reviewed with staff in October 2007.

School Discipline Practices

San Luis Obispo High School staff believe that the best discipline is self-discipline and that each student should learn to assume responsibility for his or her actions. All behavioral policies and procedures are consistent with the district's discipline policies as stated in the Secondary Schools Discipline Code, which every student receives each year. Our goal is to enhance each student's awareness of his or her personal responsibility by providing an orderly and predictable set of guidelines, including possible suspension or expulsion when warranted. Students who violate the school's drug and alcohol policies are required to participate in a site-based program run by County Drug and Alcohol Services.

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 High Schools		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	6.21%	10.14%	11.97%	22.60%	9.50%	11.76%
Expulsions	0.51%	0.06%	0.19%	0.58%	0.04%	0.22%

III. School Facilities

School Facility Conditions and Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed from the State of California Office of Public School Construction. The results of this survey are available at SLCUSD Buildings, Grounds and Transportation Office.

Specific information on the condition of the school and the efforts made to ensure students are provided with a clean, safe, and functional learning environment follows:

San Luis Obispo High School 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 the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. We recently completed rehabilitation of many of our facilities as part of our Measure A Building Program which began in 1996. Our facilities are in very good shape.

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 the Buildings, Grounds and Transportation Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts 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. For the 2006-07 school year, the district budget was \$300,000 for the deferred maintenance program for all district schools. This represents 4.5% of the district's general fund budget.

Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation Office.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer/Septic	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

The overall summary of the facility condition of this school is good.

IV. Teachers

Teacher Credentials

This 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 CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	74	75	76	395
Without Full Credential	0	0	2	3
Teaching Outside Subject Area of Competence	0	4	0	0

Teacher Misassignments and Vacant Teacher Positions

The school 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 past three years.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at this school and the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.8%	2.2%
All Schools in District	98.3%	1.7%
High-Poverty Schools in District	There are no high poverty schools in the district.	
Low-Poverty Schools in District	98.2%	1.8%

V. Support Staff

Academic Counselors and Other Support Staff

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 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.5	284
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.4	
Social Worker	0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0	

VI. Curriculum and Instructional Materials

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, including English Learners.

Curriculum and Instructional Materials (continued)

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
English	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Health	1 per student
Foreign Language	1 per student
Science Laboratory Equipment (grades 9-12)	Meets sufficiency requirements

9-12 Core Curriculum Areas

The district has adopted the following standards-based materials for Grades 9-12, consistent with the state textbook adoption cycle:

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	9-12	McDougal Littell	<i>Geometry</i> <i>Algebra II</i>
History/Social Science	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20th Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2001	9	Holt, Rinehart & Winston	<i>Science Spectrum: A Physical Approach</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4th Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

Health

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

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

Foreign Language

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

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American (4th Edition)</i>
	2005	9-12	Bolchazy	Supplemental Books for Latin

Grades 9-12 Laboratory Equipment

The governing board has also determined the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12, inclusive, is appropriate.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries is found at the CDE web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teacher Salaries (continued)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,018	\$1,734	\$6,284	\$62,995
District			\$6,786	\$65,285
Percent Difference - School Site and District			-7.99%	-3.51%
State			\$4,943	\$58,776
Percent Difference - School Site and State			27.14%	7.18%

Types of Services Funded

Funded services include instructional, transportation, operation, and administrative.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,000	\$38,479
Mid-Range Teacher Salary	\$57,000	\$60,306
Highest Teacher Salary	\$74,000	\$74,193
Average Principal Salary (Elementary)	\$95,649	\$92,985
Average Principal Salary (Middle)	\$100,969	\$98,305
Average Principal Salary (High)	\$108,415	\$107,384
Superintendent Salary	\$150,470	\$155,314
Percent of Budget for Teacher Salaries	41.11%	40.79%
Percent of Budget for Administrative Salaries	5.379%	5.719%

VIII. 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.

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	65	62	63	63	63	64	40	42	43
Mathematics	27	28	32	55	56	56	38	40	40
Science	35	70	67	44	62	61	27	35	38
History-Social Science	54	55	53	53	53	51	32	33	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

CST Results by Student Group - Most Recent Year (continued)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	40%	25%	27%	50%
American Indian or Alaska Native				
Asian	68%	42%	38%	42%
Filipino				
Hispanic or Latino	32%	13%	27%	29%
Pacific Islander				
White (Not Hispanic)	70%	35%	78%	59%
Male	59%	34%	63%	56%
Female	67%	30%	71%	50%
Economically Disadvantaged	35%	20%	27%	24%
English Learners	2%	10%	9%	5%
Students with Disabilities	16%	12%	6%	22%

California High School Exit Exam (CAHSEE) Results

The CAHSEE is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	71.2%	74.8%	49%	83.8%	80.7%	51.1%	75.7%	71.7%	48.6%
Mathematics	64.9%	67.6%	45.2%	78.6%	76.8%	46.8%	77.3%	75.1%	49.9%

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	24.3%	24%	51.7%	22.7%	35.6%	41.7%
Male	28.2%	28.7%	43.1%	21.9%	33.1%	44.9%
Female	20.3%	19.2%	60.5%	23.5%	38.2%	38.2%
African American				54.5%	9.1%	36.4%
Asian	38.5%	30.8%	30.8%	15.4%	46.2%	38.5%
Filipino						
Hispanic or Latino	68.5%	16.7%	14.8%	55.6%	27.8%	16.7%
White (not Hispanic)	13.9%	25.1%	61%	15%	37.5%	47.6%
English Learners	91.2%	8.8%	0	67.6%	26.5%	5.9%
Socioeconomically Disadvantaged	66.7%	20.6%	12.7%	56.2%	23.4%	20.3%
Students with Disabilities				90.9%	9.1%	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2006-07, 47% of 9th grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	3	3	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Results are only provided when student group is numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	5	1	7	797
Hispanic or Latino	54	12	11	662
White (not Hispanic)	-2	2	10	828
Socioeconomically Disadvantaged	51	-27	13	659

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics; and
- API as an additional indicator.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Program (continued)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.3

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.6%	0.6%	.51%	1.1%	1.1%	7.11%	3.2%	3.1%	3.5%
Graduation Rate	96.6%	97.2%	86.2%	94.9%	94.6%	85.3%	85.3%	85%	83%

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs/>. In order to protect students' privacy, results are only shown when there were ten or more students in a subgroup.

Group	Graduating Class of 2007	
	School	District
All Students	96.25%	71.57%
African American		
American Indian or Alaska Native		
Asian	93.33%	96.67%
Filipino		66.67%
Hispanic or Latino	93.33%	71.19%
Pacific Islander		
White (not Hispanic)	97.07%	69.04%
Socioeconomically Disadvantaged	89.83%	66.87%
English Learners	100%	100%
Students with Disabilities	96.43%	65.48%

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	617
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5.8%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	68%
Graduates Who Completed All Courses Required for UC/CSU Admission	45.8%

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	
English	2	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	2	
Science	1	
Social Science	1	
All Courses	10	36%

XI. Instructional Planning and Scheduling

School Instruction and Leadership.

San Luis Obispo High School is a comprehensive high school that offers a wide array of required and elective classes in Art, Agriculture, Athletics, Business and Computer Science, English, English Learner Development, Foreign Language, Home Economics, Industrial Technology, Mathematics, Music, Physical Education, Regional Occupational Program, Science, Social Science and Special Education. All SLOHS classes are aligned to the state standards or are being revised to meet recently adopted state standards. Students are encouraged to identify and follow a career pathway that will lead to further study in college or a post-high school employment or technical training. Many unique classes are available, including American Sign Language and Careers with Children, which includes the presence of a fully accredited preschool on campus. Student progress toward meeting standards is monitored through close analysis of assessment data and continual tracking of students by their counselors.

In the summer of 2006, San Luis Obispo High School received a full six-year accreditation by the California Department of Education. The site Management Team is responsible for developing and implementing the annual School Improvement Plan. The team consists of teacher, classified, counselor, parent, student and administrative representatives.

On the 2007 STAR test, the school earned an Academic Performance Index score of 797, placing it in the top 20% among state high schools. For at least the last 14 years, SLOHS students have scored significantly higher on the College Board SAT than the state and national averages. Over 40% of 2007 graduates matriculated to a four-year college, and an additional 45% or more went on to a community college.

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, Economic Impact Aid (EIA) funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. The district paid substitutes to cover teachers' classrooms for each of the professional development days during the school year.

In January, the district offered a one-day “Structures for Success” cooperative learning workshop for all teachers in kindergarten through grade 3. On that day, sites held their own one-day professional development for teachers in grades 4 through 6.

Kindergarten through grade 6 teachers participated in half-day scoring workshops for the district writing assessment. Teachers in grades 7 and 8 participated in full-day scoring sessions for the district writing assessment.

Secondary math and English teachers participated in two days of benchmark development workshops, as well as a benchmark work day in August and a benchmark review day in May.

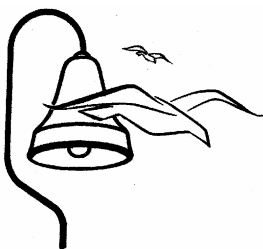
Kindergarten through grade 12 PE teachers attended two days of intensive training in the new Physical Education content standards and met to develop curriculum and calendars.

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) Program through the San Luis Obispo County Office of Education BTSA Consortium. Each new teacher was assigned an experienced teacher advisor to work with throughout their first two years of teaching.

A Response to Intervention (RtI) workshop on beginning reading was held in March 2007, and was attended by most of the RtI Committee, which included 15 teachers

In the area of Educational Technology, the EETT program at Laguna and Los Osos Middle Schools was successfully completed. As part of that program, extensive professional development was offered in the area of educational technology through our “Middle School Mondays” program. This program featured classes on SmartBoards, student response pads, Moodle, and more. A Techie Toolkit professional development series was offered to all district teachers. Topics offered through this program included: PowerSchool Preview, Google Earth, Podcasting with PhotoStory, Picture Manager, Moodle and more.

In addition, prior to the beginning of school in August, teachers at all grade levels received student performance data reports profiling their students’ assessment history on the state assessments in English/language arts, math, science, history, and English language proficiency. This allowed teachers the opportunity to organize their class instruction to meet the needs of their students.



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 at the California Department of Education web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.