

San Luis Coastal Unified School District

San Luis Obispo High School

Grade 9 through Grade 12

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2013-2014 School Accountability Report Card

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San Luis Coastal Unified School District Mission Statement

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

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In the spring of 2011, SLCUSD adopted its ten [Initiatives for Student Success](#). The State of California implemented the Local Control Funding Formula (LCFF) and [Local Control Accountability Plan](#) (LCAP) in 2014, we used them to help focus our Initiatives to support the state's goals. For 2014-2015, our focus areas will be:

FOCUS AREA 1: SLCUSD students will achieve substantial academic gains in mathematics.

FOCUS AREA 2: SLCUSD students will achieve substantial academic gains in English-Language Arts and Literacy.

FOCUS AREA 3: SLCUSD will provide student access to a world-class STEAM (Science Technology Engineering Arts and Math) and CTE (Career Tech Elective) program.

FOCUS AREA 4: SLCUSD will create an intentional culture of care, intervention, and support for all students.

FOCUS AREA 5: SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.

FOCUS AREA 6: SLCUSD will strengthen use of data cycle to improve academic achievement.

I. Data and Access

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

DataQuest is an online data tool located at <http://dg.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 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 2012, 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 San Luis Obispo High School is to engage all students in a challenging and comprehensive educational program that will empower them to succeed with integrity and competence in an ever changing world.

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. Parents participate on the WASC Leadership Team and the focus groups. Parents also participate in the Black and Gold Boosters Club which supports Academics, Arts, Activities and Achievement 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. The Principal's Parent Advisory Council (PAC) meets monthly alternating between Thursday evenings and Friday mornings discuss matters of interest to the school community. For more information, contact Leslie O'Connor at 596-4040.

Enrollment by Grade Level (2013-2014)

Grade Level	Number of Students
Grade 9	349
Grade 10	338
Grade 11	395
Grade 12	327
Total Enrollment	1409

Enrollment by Group (2013-2014)

Group	Percent of Enrollment
African American	1.8%
American Indian or Alaska Native	0.3%
Asian	4.9%
Filipino	
Hispanic or Latino	21.7%
Pacific Islander	0.6%
White (not Hispanic)	66.2%
Multiple or No Response	4.7
Socioeconomically Disadvantaged	25.4%
English Learners	10.1%
Students with Disabilities	9.51%

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	Avg. Class Size	2011-12			Avg. Class Size	2012-13			Avg. Class Size	2013-14		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	22.3	20	14	7	22	20	22	4	21	27	22	
Mathematics	25.6	8	18	6	25	12	24	5	25	16	20	5
Science	25.9	7	10	6	29	4	11	11	27	6	16	7
Social Science	27	3	19	4	27	7	12	9	26	8	19	6

III. 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 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 2014. The purpose of the emergency response plan is to designate the steps to be used to protect students and staff of the SLCUSD in the event of an emergency at the Diablo Canyon Power Plant. It contains procedures for evacuating school children from impacted Protective Action Zones as rapidly as possible. The primary relocation site for SLCUSD students will be Paso Robles Event Center (Mid-State Fairgrounds).

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.28%	4.15%	3.9%	2.94%	4.6%	3.97%
Expulsions	0.41%	0.62%	0.35%	0.19%	0.27%	0.26%

IV. School Facilities

Facility Conditions and Planned 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 by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

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 used to ensure efficient service and that emergency repairs are given the highest priority. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. District 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 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 participates in the State School Deferred Maintenance Program, which is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding 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.

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 Good Repair Status

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

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

V. Teachers

Teacher Credentials

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

Teachers	2011-12	School 2012-13	2013-14	District 2013-14
With Full Credential	70	78	72	337
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2012-13 through 2014-15.

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (2013-2014)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.87%	0.13%
High-Poverty Schools in District	99.57%	0.43%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (2013-2014)

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	3	470
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.4	
Nurse	.33	
Speech/Language/Hearing Specialist	.75	
Career/College Guidance Center Coordinator	1	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2014-2015)

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	2003	K-5	Houghton Mifflin	<i>Reading California</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges</i>
	2009	3-5	Scott Foresman	<i>envision Math</i>
	2009	3-6 (Pacheco)	Harcourt	<i>California HSP Math</i>
	2009	6	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 1</i>
	2009	7-8	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 2: Pre-Algebra, Algebra 1</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Earth Science</i>
	2008	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2008	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

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	<i>Language of Literature</i>
Mathematics	2009	9-12	Holt, Rinehart & Winston	<i>Algebra I</i>
	2009	9-12	McDougal Littell	<i>Geometry</i>
	2009	9-12	McDougal Littell	<i>Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>
	2001	9-12	Addison Wesley Longman, Inc.	<i>Elementary Statistics</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</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	2008	9	Pearson/Addison Wesley	<i>Conceptual Integrated Science</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 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	<i>Lifetime Health</i>

Foreign 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	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	<i>Supplemental Books for Latin</i>

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-2013)

The following 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 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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,646	\$2,504	\$8,142	\$72,035
District			\$8,037	\$71,130
Percent Difference - School Site and District			1.31%	1.27%
State			\$4,690	\$67,762
Percent Difference - School Site and State			73.60%	6.31%

Types of Services Funded (2013-2014)

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:

- Arts and Music
- CAHSEE Instruction
- Career Technical Education
- Class Size Reduction
- English Language Instruction
- Enhancing Education Through Technology
- Limited English Proficiency, Title III
- School and Library Improvement Grant
- School Safety and Violence Prevention
- Special Education
- Supplemental School Counseling
- Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2012-2013)

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	\$43,414	\$41,243
Mid-Range Teacher Salary	\$64,846	\$64,893
Highest Teacher Salary	\$91,225	\$83,507
Average Principal Salary (Elementary)	\$119,457	\$103,404
Average Principal Salary (Middle)	\$135,134	\$109,964
Average Principal Salary (High)	\$128,882	\$120,078
Superintendent Salary	\$187,480	\$183,557
% of Budget for Teacher Salaries	37%	40%
% of Budget for Admin Salaries	6%	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.

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in science in grades 5, 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA) includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	66%	70%	*	69%	68%	*	56%	55%	*
Mathematics	55%	29%	*	59%	59%	*	51%	50%	*
Science	71%	71%	77%	75%	75%	73%	60%	59%	56%
History/Social Science	59%	65%	*	63%	61%	*	49%	49%	*

*No testing in 2013-2014

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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	*	*	73%	*
All Students at the School	*	*	77%	*
Asian	*	*	92%	*
Black or African American	*	*	**	*
Hispanic or Latino	*	*	46%	*
White (Not Hispanic)	*	*	87%	*
Two or More Races	*	*	89%	*
Male	*	*	76%	*
Female	*	*	79%	*
Socioeconomically Disadvantaged	*	*	57%	*
English Learners	*	*	30%	*
Students with Disabilities	*	*	26%	*

*No testing in 2013-14; **Less than 10 students

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

CAHSEE Results by Performance Level for all Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English	76%	77%	94%	73%	74%	92%	56%	57%	83%
Mathematics	83%	83%	96%	78%	78%	95%	58%	60%	85%

CAHSEE Results by Performance Level for Student Groups – 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 in the District		74%			77%	
All Students at the School						
Male						
Female						
Asian						
Hispanic or Latino						
White (not Hispanic)						
English Learners						
Socioeconomically Disadvantaged						
Students with Disabilities						

No other results
13-14

California Physical Fitness Test Results (2013-14)

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.2%	23.9%	52.3%

X. Accountability

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of California schools. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information on the API can be found at www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks, which range from 1 to 10. A statewide rank of 1 means the school has an API score in the lowest 10% of all schools in the state; a statewide rank of 10 means the school has an API score in the highest 10% 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 the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools; a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2011	2012	2013
Statewide	9	9	8
Similar Schools	2	3	*

API Changes by Student Group – Three Year Comparison – Average 2011, 2012, 2013

Group	Actual API Change 2011-12	Actual API Change 2012-13	Average 2011-12-13
All Students at the School	6	-18	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	-22	11
Native Hawaiian/Pacific Islander			
White	1	-15	9
Two or More Races			
Socioeconomically Disadvantaged	34	-13	-5
English Learners	-26	7	-1
Students with Disabilities			

Academic Performance Index Growth by Student Group – Average 2011, 2012, 2013

This table displays, by student group, the number of students included in the API and the **Average 2011, 2012, 2013** Growth API at the school. *District and state level data was not published.

Group	Number of Students	School	Average 2011, 2012, 2013			State
			Number of Students	LEA	Number of Students	
All Students at the School	987	9	*	*	*	*
Black or African American	19		*	*	*	*
American Indian or Alaska Native			*	*	*	*
Asian	45		*	*	*	*
Filipino	7		*	*	*	*
Hispanic or Latino	203	11	*	*	*	*
Native Hawaiian/Pacific Islander			*	*	*	*
White	689	9	*	*	*	*
Two or More Races	22		*	*	*	*
Socioeconomically Disadvantaged	234	-5	*	*	*	*
English Learners	110	-1	*	*	*	*
Students with Disabilities	94		*	*	*	*

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;
- API as an additional indicator; and
- Graduation rate for secondary schools.

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

AYP Overall and by Criteria (2013-2014)

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 results 13-14
Participation Rate - English-Language Arts	No	
Participation Rate - Mathematics	No	
Percent Proficient - English-Language Arts	No	
Percent Proficient - Mathematics	No	
API	*	
Graduation Rate	Yes	

Federal Intervention Program (2014-15)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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		6
Percent of Schools Currently in Program Improvement		37.5%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](http://www.universityofcalifornia.edu/admissions/general.html) Web site, <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](http://www.calstate.edu/admission/) Web site, <http://www.calstate.edu/admission/>.

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 can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.6%	1.8%	1.2%	1.9%	2.2%	1.4%	14.7%	13.1%	3.9%
Graduation Rate	97.69%	96.04%	96.9%	95.84%	95.34%	96.52%	76.26%	78.73%	78.3%

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 2012-13 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 CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Percentage is not shown when the subgroup included fewer than 10 students.

Group	Graduating Class of 2013	
	School	District
All Students	316	554
African American	100%	100%
American Indian or Alaska Native		100%
Asian	93.3%	91.3%
Hispanic or Latino	95.8%	94.6%
Pacific Islander	100%	100%
White (not Hispanic)	97.1%	97.1%
Multiple	100%	95.7%
Socioeconomically Disadvantaged	94.1%	94.9%
English Learners	90.9%	91.7%
Students with Disabilities	75.9%	79.6%

Career Technical Education Programs

We are confident that our students enter the work force with good-to-excellent knowledge in English, math, science and social studies. Our Expected Schoolwide Learning Results (ESLRs), those qualities we want our students to attain while in high school, are: Critical Thinkers, Effective Communicators, and Responsible Citizens. The knowledge they have learned and these three qualities all prepare them to be successful in the workforce. We have extensive CTE courses in agriculture, art, business, computers, journalism and newspaper, home economics, careers and technology, industrial technology, and social science. San Luis Coastal Unified School District has a CTE articulated agreement with Cuesta College. Completing the courses listed below will allow a student to receive Cuesta College credit.

Agriculture

Ag Physical Science and Biology
 Ag Economics and Government Policy
 Ag Leadership and Communication
 Ag Mechanics I and II
 Ornamental Horticulture I and II
 Floral Design
 Large Animal Management
 Plant Nursery/Greenhouse Management
 Small Animal Science/Pre-Veterinary

Home Economics Careers & Technology Department

Creative Living
 Healthy Living
 Single and Family Living
 Fashion Design and Advanced Fashion Design
 Interior Design and Advanced Interior Design
 Developmental Psychology of Children I and II TP
 Nutrition
 Nutrition and Cultural Foods
 Special Projects-Fashion Design, Interior Design, Nutrition
 Home Economics Seminar
 Careers with Children TP
 Hospitality, Tourism and Food Service
 Teaching Careers TP

Business and Computer Science

Accounting I and II
 Job Oriented Business Skills
 Introduction to Computers
 Computer Applications
 Computer Technician
 Desktop and Digital Publishing
 Programming I, II and III
 Computer Science in JAVA AP
 Computer Service Technology and
 Field Experience TP
 Network Operating Systems Management (ROP)
 Introduction to Computer Networking (ROP)
 Virtual Enterprise (ROP)
 Web Page Design (ROP)

Industrial Technology

Auto I, II and III TP
 Automotive Engine Diagnosis (ROP) TP
 Automotive Internship TP
 Automotive Maintenance TP
 Automotive Powertrain Systems TP
 Drafting I and II
 Architectural Drafting
 Computer Aided Drafting TP
 Metal I, II, and III
 Basic Welding
 Wood I, II and III
 Construction

Career Technical Education Participation (2013-14)

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

Measure	CTE Program Participation
Number of Pupils	272
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	.037%

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

This table displays 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 in, and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	71%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	58.9%

Advanced Placement Courses (School Year 2013-2014)

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 DataQuest Web site, <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	1.6%
English	2	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	3	
Science	2	
Social Science	4	
All Courses	15	

XII. Instructional Planning and Scheduling**Professional Development**

The district has funded an extensive professional development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, and support for high quality classroom instruction. Although most of our students are achieving at high levels, some of our student populations are not. This data

has provided the impetus for our District Initiatives and staff development. Professional development days are scheduled annually to provide needed training.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in Illuminate;
- Assistance from EL Specialists, Instructional Coaches, and Teachers-on-Special Assignment.

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



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