

San Luis Coastal Unified School District

San Luis Obispo High School

Grade 9 through Grade 12

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2015-2016 School Accountability Report Card

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San Luis Coastal Unified School District Mission Statement

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

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

FOCUS AREA 1: Develop a world-class mathematics program

FOCUS AREA 2: Strengthen district-wide English-language Arts/Literacy program

FOCUS AREA 3: Develop a world-class STEAM program

FOCUS AREA 4: Create an intentional culture of care and intervention

FOCUS AREA 5: Technology and Innovation

FOCUS AREA 6: Establish a data-rich culture

I. Data and Access

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

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

Internet Access is available at public libraries and other locations that are publicly accessible; e.g., the California State Library. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, depending on availability, the types of software programs available on a workstation, and the ability to print documents.

II. About 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. 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 (2015-2016)

Grade 9	364
Grade 10	372
Grade 11	343
Grade 12	316
Total Enrollment	1395

Enrollment by Group (2015-2016)

Group	Percent of Enrollment
African American	1.1%
American Indian or Alaska Native	0.1%
Asian	4.7%
Filipino	0.6%
Hispanic or Latino	25.6%
White (not Hispanic)	62.9%
Two or More	4.9%
Socioeconomically Disadvantaged	27.7%
English Learners	9.9%
Students with Disabilities	12.4%

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	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16		
		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	21	27	22	5	24	12	30	2	25	15	21	5
Mathematics	25	16	20	5	23	16	27	2	28	7	25	11
Science	27	6	16	7	29	4	9	11	27	6	21	8
Social Science	26	8	19	6	27	8	15	10	27	8	13	8

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 2016. The purpose of the emergency response plan is to designate the steps to be used to protect students and staff of the SLCUSD in the event of an emergency at the Diablo Canyon Power Plant. It contains procedures for evacuating school children from impacted Protective Action Zones as rapidly as possible. The primary relocation site for SLCUSD students will be Paso Robles Event Center (Mid-State Fairgrounds).

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.83%	10.39%	5.89%	4.37%	4.05%	2.62%
Expulsions	0%	0.54%	0.35%	0.01%	0.14%	0.10%

IV. School Facilities

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <http://www.slcsd.org/fmp/index.html>. The following is a list of projects at the High Schools: renovate classrooms campus-wide, renovate restrooms campus-wide, Library renovation, new student support center, Cafeteria and kitchen expansion, STEAM (industrial arts) complex renovation, pool and support building, MPR/performance space, gym and locker room improvements, renovate plaza / quad area, new all-weather track, and refurbish/expand tennis courts.

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

Age of School Buildings

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Deferred Maintenance Projects

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

School Facility Good Repair Status

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

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			Action taken or planned is tracked with School Dude
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	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	72	75	68	390
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	8	24

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 2014-15 through 2016-17.

Indicator	2014-15	2015-16	2016-17
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 (2015-2016)

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	97.94%	2.06%
All Schools in District	98.8%	1.2%
High-Poverty Schools in District	98.45%	1.55%
Low-Poverty Schools in District	98.96%	1.04%

VI. Support Staff

Academic Counselors and Other Support Staff (2015-2016)

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	465
Library Media Teacher (Librarian)	.7	
Library Media Services Staff (paraprofessional)	2	
Psychologist	.43	
Nurse	.2	
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 (2016-2017)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

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

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-5	Lucy Calkins	<i>Units of Study for Teaching Reading</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 & Course 3</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	2016	K-5	Delta Education	<i>FOSS Next Generation</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	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, 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>
	2008	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2008	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 2014-2015)

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	\$11,323	\$2,466	\$8,857	\$76,752
District			\$11,254	\$73,247
Percent Difference - School Site and District			-21.30%	4.79%
State			\$5,677	\$71,517
Percent Difference - School Site and State			56.02%	7.32%

Types of Services Funded (2015-2016)

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	School and Library Improvement Grant
Career Technical Education	School Safety and Violence Prevention
English Language Instruction	Special Education
Enhancing Education Through Technology	Supplemental School Counseling
Limited English Proficiency, Title III	Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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	\$45,151	\$43,821
Mid-Range Teacher Salary	\$67,440	\$69,131
Highest Teacher Salary	\$94,874	\$89,259
Average Principal Salary (Elementary)	\$121,550	\$108,566
Average Principal Salary (Middle)	\$121,125	\$115,375
Average Principal Salary (High)	\$143,847	\$125,650
Superintendent Salary	\$202,857	\$198,772
% of Budget for Teacher Salaries	35%	37%
% of Budget for Admin Salaries	5%	6%

IX. Student Performance

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

California Assessment of Student Performance and Progress Results for All Students (School Year 15-16)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	76%	69%	60%	66%	44%	48%
Mathematics (grades 3-8 and 11)	54%	58%	50%	59%	34%	36%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)

ELA – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	300	92%	69%
Male	182	166	91%	62%
Female	143	134	94%	77%
Asian	15	14	93%	79%
Hispanic or Latino	77	69	90%	42%
White	206	193	94%	77%
Two or More Races	20	17	85%	82%
Socioeconomically Disadvantaged	46	42	91%	48%
English Learners	22	15	68%	0%
Students with Disabilities	39	33	85%	19%

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)

Mathematics – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	301	93%	58%
Male	182	170	93%	51%
Female	143	131	92%	67%
Asian	15	14	93%	86%
Hispanic or Latino	77	72	94%	32%
White	206	191	93%	66%
Two or More Races	20	17	85%	59%
Socioeconomically Disadvantaged	46	42	91%	29%
English Learners	22	19	86%	5%
Students with Disabilities	39	35	90%	11%

CST Results for All Students – Science 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		
	2013-14	2014-15	2015-16	2013-14	2015-16	2013-14	2014-15	2015-16	
Science	77%	81%	75%	75%	74%	73%	60%	56%	54%

CST Results by Student Group in Science – 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.

Student Group	Science
All Students in the District	73%
All Students at the School	75%
Asian	82%
Hispanic or Latino	51%
White (Not Hispanic)	86%
Two or More Races	80%
Male	74%
Female	77%
Socioeconomically Disadvantaged	36%
English Learners	19%
Students with Disabilities	34%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (2015-16)

The California Physical Fitness Test 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	12.7%	24.9%	49.2%

X. Accountability

Federal Intervention Program (2016-17)

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	No	In
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		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 Web site, https://www.universityofcalifornia.edu/](https://www.universityofcalifornia.edu/).

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 Web site, http://www.calstate.edu/admission/](http://www.calstate.edu/admission/).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)	1.2%	0%	0.8%	1.4%	1.3%	2.4%	11.4%	11.5%	10.7%
Graduation Rate	96.93%	98.37%	97.31%	96.52%	96.79%	94.86%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	89.63%	93.81%	85.92%
African American	100%	100%	78.04%
American Indian or Alaska Native	0%	100%	78.06%
Asian	96.15%	100%	93.32%
Filipino	100%	100%	93.22%
Hispanic or Latino	83.33%	91.04%	83%
White (not Hispanic)	90.67%	93.64%	90.52%
Multiple	75%	100%	89.32%
Socioeconomically Disadvantaged	91.36%	94.95%	77.59%
English Learners	76.47%	72.94%	53.97%
Students with Disabilities	100%	73.21%	66.1%

Career Technical Education Programs

San Luis Obispo High School has a strong Career Technical Education program partnering business and education with sixteen career pathways representing ten industry sectors. *Courses are A-G approved for college admission.

Agriculture and Natural Science

Animal Science - *Ag Integrated Science, *Large Animal Science or *Small Animal Pre Vet and Vet Anatomy Physiology
 Ornamental Horticulture - *Ag Integrated Science, Ornamental Horticulture A & B, Floral Design Field Experience
 Agriculture Business - *Ag Integrated Science, Speech Communication A & B, *Ag Leadership and Communication I and II

Arts Media and Entertainment

Design, Media and Visual Art II - *Digital Photography and Video Broadcasting Hybrid Online (Dual Enrolled with Cuesta)

Education, Child Development and Family Services

Child Development - *Developmental Psychology and Careers in Child Development

Engineering & Architecture

Engineering Design - *Engineering Drawing I A, Engineering Drawing II A & B,
 Engineering III A & B

Fashion and Interior Design

Fashion Design - *Health & Family Living A, Fashion Design A & B, Fashion Interior Merchandising A & B
 Interior Design - *Health & Family Living A, Interior Design A & B, Advanced Interior Design A & B

Hospitality, Tourism and Recreation

Hospitality, Tourism and Recreation - *Health & Family Living A, Nutrition and Cultural Foods A & B, Hospitality A & B

Information, Communication and Technology

Systems Software and Development - *Exploring Computer Science, Computer Service and Repair I A & B, and
 Computer Service Repair II A & B

Networking - *Exploring Computer Science, Networking I A & B, Networking II A & B

Manufacturing and Product Development

Product Innovation and Design – Welding I A or Welding Tech, Welding II A & B (Dual Enrolled with Cuesta, Welding III A & B

Transportation

Systems Diagnostics Service and Repair – Auto I A, Auto II A & B, Diagnostic System Repair, Chassis Train System, Auto Internship

Career Technical Education Participation (2015-16)

Measure	CTE Program Participation
Number of Pupils	897
Percent of pupils completing a CTE program and earning a high school diploma	16%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	.05%

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

UC/CSU Course Measure	
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.99%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	66.4%

Advanced Placement Courses (School Year 2015-2016)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	45%
English	2	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	5	
Science	2	
Social Science	2	
All Courses	15	

XII. Instructional Planning and Scheduling

Professional Development

The district funds a 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, Career Technical Education support for high quality classroom instruction with a new exploration of the Next Generation Science Standards. 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.

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.