

San Luis Coastal Unified School District

San Luis Obispo High School

Grade 9 through Grade 12

Rollin Dickinson, Principal

E-mail: rdickinson@slcusd.org



1499 San Luis Drive
San Luis Obispo, CA 93401

Phone: (805) 596-4040

Fax: (805) 542-9075

CDS Code: 40-68809-4036703

Website: slohs.slcusd.org

2020-2021 School Accountability Report Card

Published During 2021-2022

<p>BOARD OF EDUCATION DEC 2021-Nov 2022</p> <p>President Chris Ungar</p> <p>Clerk Ellen Sheffer</p> <p>Members: Mark Buchman Eve Dobler-Drew Kathryn Eisendrath-Rogers Evelyn Frame Marilyn Rodger</p>	<p><i>Our Vision</i></p> <p>San Luis Coastal prepares each student for a life of purpose.</p> <p>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</p> <p><i>Our Mission</i></p> <p>San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</p>	<p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Diane Frost Assistant Superintendent Educational Services</p>
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The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

2021-2025:

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

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

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

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

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

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

I. Data and Access

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

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

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

II. About 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 just recently went back through its formal accreditation process in the fall of 2017. San Luis Obispo High School 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 to be healthy, productive members of a diverse society.

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 one of 4 booster organizations: Black and Gold, Tiger Athletics Boosters, Aggie Backers, and SLOIMBA (band). The Black and Gold Boosters Club 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). Parents volunteer to support the school community in many ways. The Principal hosts "Coffee with the Principal" to discuss matters of interest to the school community. For more information, contact Rollin Dickinson at 596-4040.

Enrollment by Grade Level (2020-2021)

Grade 9	398
Grade 10	431
Grade 11	379
Grade 12	360
Total Enrollment	1568

Enrollment by Group (2020-2021)

Group	Percent of Enrollment
Male	52%
Female	48%
Non-binary	0.0006%
African American	0.7%
American Indian or Alaska Native	0.1%
Asian	4.8%
Filipino	1%
Hispanic or Latino	29.8%
Pacific Islander	0.3%
White (not Hispanic)	58.2%
Two or More	5%
Socioeconomically Disadvantaged	24.7%
English Learners	6.2%
Students with Disabilities	9.2%

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	2018-19			Avg. Class Size	2019-20			Avg. Class Size	2020-21		
		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	27	12	20	13	27	12	18	16	21	30	43	3
Mathematics	29	8	18	24	26	14	25	16	21	33	41	
Science	30	4	11	11	31	3	9	16	26	7	29	8
Social Science	30	4	8	14	29	5	6	15	22	24	20	12

III. School Climate

School Safety Plan

SLOHS is a beautiful campus with an environment that promotes student well-being, safety, and educational opportunities. Safety 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 Resolution 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. Year and month of the most recent FIT report: 1/19/20

Rate	School			District		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Suspensions	3.9%	0.04%	0.008%	2.7%	0.024%	0.004%
Expulsions	0.1%	0.004%	0%	0.1%	0.0013%	0%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years. Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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

Group % of Enrollment	Column 1	Column 2
All Students	0.008%	8%
Male	0.4%	8.3%
Female	0.4%	7.6%
Non-binary	%	%
African American	%	9.1%
American Indian or Alaska Native	%	50%
Asian	%	2.6%
Filipino	%	%
Hispanic or Latino	0.14%	13.2%
Pacific Islander	%	%
White (not Hispanic)	0.006%	5.7%
Two or more	%	8.8%
Socioeconomically Disadvantaged	%	17.3%
English Learners	1.9%	23.8%
Students with Disabilities	%	18.4%

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, restrooms, library, shops and labs; create a student support center, new theater, and on-campus pool; expand the cafeteria, kitchen, and student commons; update gyms, locker rooms, tennis courts, athletics fields, and track; and renovate common areas.

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

Age of School Buildings

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Deferred Maintenance Projects

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

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Year and month of the most recent FIT report: 12/4/20

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

V. Teachers

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

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement						
Intern credential holders properly assigned						
Teachers without credentials and misassignments						
Credentials teachers assigned out-of-field						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers without credentials and misassignments (School Year 2019-2020)

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

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

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

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

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

VI. Support Staff

Academic Counselors and Other Support Staff (2020-2021)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	392
Library Media Teacher (Librarian)	0.06	
Library Media Services Staff (paraprofessional)	1.5	
Psychologist	0.71	
Nurse	0.29	
Speech/Language/Hearing Specialist	0.95	
Career/College Guidance Center Coordinator	1	
Adaptive Physical Education	0.06	
Occupational Therapist	0.2	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2021-2022)

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

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

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (City)	Heinemann	<i>Units of Study for Teaching Reading</i>
	2003	6 (LOMS)7,8	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>
	2020	6	National Geographic Learning	<i>World History: Ancient Civilizations</i>
	2020	7	National Geographic Learning	<i>National Geographic Explore</i>
	2020	8	National Geographic Learning	<i>World History: Medieval and Early Modern Times</i>
Science	2016	K-8	Delta Education	<i>FOSS Next Generation</i>
	2020	6	Delta Education	<i>FOSS Next Generation</i>
	2020	7	Delta Education	<i>FOSS Next Generation</i>
	2020	8	Delta Education	<i>FOSS Next Generation</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>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th Edition</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic (AB)</i>
	2007	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic, AP Ed. (BC)</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
History/Social Science	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	10-12	Cengage	<i>Western Civilization Since 1300 (AP)</i>
	2019	11	Houghton Mifflin Harcourt	<i>American History, Reconstruction to the Present</i>
	2019	12	Pearson	<i>Magruder's American Government</i>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
Science	2018	9	Lab-Aides	<i>Science and Global Issues: Biology, 2nd Edition</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2021	10-12	Pearson Education	<i>Environment: The Science Behind the Stories, 7th Edition (AP)</i>
	2017	10-12	Pearson Education	<i>Environmental Science: Toward a Sustainable Future</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMH Science Dimensions Chemistry in Earth Systems</i>
	2014	11-12	Wiley	<i>Cutnell & Johnson Physics, 10th Edition (AP)</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>

World Language

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

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

VIII. School Finances

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

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	\$12,975	\$3,266	\$9,709	\$81,110
District			\$13,353	\$78,113
Percent Difference - School Site and District			-27.29%	3.84%
State			\$7,750	\$83,901
Percent Difference - School Site and State			25.28%	-3.33%

Types of Services Funded (2020-2021)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education	Limited English Proficiency, Title III
College Readiness	Special Education
English Language Instruction	Title I, Title IV Student Support & Academic Enrichment
Homeless Child Education	Vocational Education
Lottery	Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2019-2020)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$48,399	\$51,029
Mid-Range Teacher Salary	\$72,291	\$78,583
Highest Teacher Salary	\$101,697	\$99,506
Average Principal Salary (Elementary)	\$134,818	\$124,576
Average Principal Salary (Middle)	\$146,286	\$131,395
Average Principal Salary (High)	\$161,971	\$144,697
Superintendent Salary	\$219,578	\$240,194
% of Budget for Teacher Salaries	32%	34%
% of Budget for Admin Salaries	5%	6%

IX. Student Performance

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

California Assessment of Student Performance and Progress Results for All Students (School Year 20-21)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-a9 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year. Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-a9 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 20-21)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	126	33.87	69.05
Male	191	63	32.98	65.08
Female	180	62	34.44	72.58
Asian	21	13	61.9	69.23
Hispanic or Latino	104	38	36.54	52.63
White	228	71	31.14	78.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	29	34.12	41.38
English Learners	19	4	21.05	--
Students with Disabilities	32	10	31.25	--

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 20-21)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	126	33.87	47.15

Male	191	62	32.46	56.67
Female	180	63	35	38.71
Asian	21	13	61.9	69.23
Hispanic or Latino	104	38	36.54	31.43
White	228	71	31.14	52.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	30	35.29	32.14
English Learners	19	4	21.05	--
Students with Disabilities	32	10	31.25	--

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (High School)	N/A	45.17	N/A	42.48	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	706	291	41.22	45.17
Male	362	148	40.88	49.66
Female	343	142	41.1	40.14
Asian	38	22	57.89	54.55
Hispanic or Latino	188	78	41.49	23.08
White	435	176	40.46	53.14
Two or More Races	29	10	34.48	--
Socioeconomically Disadvantaged	147	55	37.41	23.64
English Learners	28	4	14.29	--
Students with Disabilities	51	14	27.45	7.14

California Physical Fitness Test Results (2020-21)

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/>.

Percent of Students Meeting Fitness Standards			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	N/A	N/A	N/A

Note: Due to the COVID-19 pandemic, the physical fitness test was suspended during the 2020-2021 school year and therefore no data are reported.

X. 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/>.

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/>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Dropout Rate (1-year)	1.7%	2.7%	1.7%	2.6%	3.3%	3%	9%	8.9	9.4%
Graduation Rate	95.7%	96.2%	94.9%	95.3%	94.8%	93.4%	84.5%	84.2%	83.6%

Graduation Rate by Student Group – (Four Year Cohort Rate) School Year 2020-2021

Group	Percent of Enrollment
All students	94.86%
Male	91.01%
Female	98.84%
Non-binary	%
African American	100%
American Indian or Alaska Native	%
Asian	100%
Filipino	100%
Hispanic or Latino	89.77%
Pacific Islander	%
White (not Hispanic)	96.30%
Two or More	95.24%
Socioeconomically Disadvantaged	87.25%
English Learners	66.67%
Students with Disabilities	67.74%

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 Industry Sector

Animal Science Pathway

Animal Science A&B, Small Animal Pre-Vet A&B, Animal Anatomy/Physiology and Vet A&B

Agriscience Pathway

Ag Biology A&B, Ag Chemistry A&B, Agribusiness Sales & Marketing A&B

Agriculture Business Pathway

Ag Leadership A&B, Ag Speech Communication A&B, Agribusiness Sales and Marketing

Ornamental Horticulture Pathway

Ornamental Horticulture A&B, Art & History of Floral Design A&B, Floral Design Field Experience A&B

Arts Media and Entertainment Industry Sector

Performing Arts Pathway

Intro to Performing Arts, Intermediate Theater A&B, Advanced Theater A&B

Production and Managerial Arts Pathway

Intro to Multimedia A, Television & Video Production A&B or Digital Photography A&B, Digital Film Production A&B

Building & Construction Industry Sector

Cabinetry, Millwork and Woodworking

Wood IA, Wood II A & B, Wood III A & B

Residential & Commercial

Wood IA, Construction 1 A&B, Construction II A&B

Education, Child Development and Family Services Industry Sector

Education Pathway

Developmental Psychology of Children A, Careers with Children I A & B, Careers with Children II A & B

Engineering & Architecture Industry Sector

Engineering Design Pathway

Engineering Drawing I A, Engineering Drawing II A & B, Engineering III A & B

Fashion and Interior Design Industry Sector**Fashion and Interior Design Pathway**

Intro to Fashion & Interiors, Fashion Design A & B or Intro Design A & B, Fashion Interior Merch A & B

Hospitality, Tourism and Recreation Industry Sector**Hospitality, Tourism and Recreation Pathway**

Culinary Arts 2, Int Design A & B, Culinary Arts & Hospitality Management

Information, Communication and Technology Industry Sector**Systems, Software & Development**

Exploring Comp Sci A, AP Computer Sci Principles A & B, AP Comp Sci A & B,

Information Support and Services

Exploring Comp Sci B, Cisco IT Essentials. A & B, Cybersecurity A & B

Manufacturing and Product Development Industry Sector**Welding & Joining**

Metal I or Welding Tech, Metal 2 A & B, Metal 3 A & B, Metal 4 A & B

Auto I, Auto II A & B, Engine Diagnosis Chassis and Drivetrain

Transportation Industry Sector**Systems Diagnostics Service and Repair**

Intro to Auto, Auto I and Auto II A & B

Career Technical Education Participation (2019-20)

Measure	CTE Program Participation
Number of Pupils	1035
Percent of pupils completing a CTE program and earning a high school diploma	54.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--%

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

UC/CSU Course Measure	
2020-21 Students Enrolled in Courses Required for UC/CSU Admission	99.04%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	61.9%

Advanced Placement Courses (School Year 2020-2021)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	2	33.2%
English	11	
Fine and Performing Arts	2	
World Languages	3	
Mathematics	10	
Science	5	
Social Science	12	
All Courses	43	

XII. Instructional Planning and Scheduling

Professional Development

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

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	25/7	32/19	55/39

Note: Full days/partial days



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.