

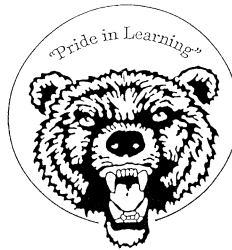
San Luis Coastal Unified School District

Pacific Beach High School

Grade 10 through Grade 12

Chris Dowler, Principal

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2021-2022 School Accountability Report Card

Published During 2022-2023

<p>BOARD OF EDUCATION DEC 2022-Nov 2023</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Eve Dobler-Drew Chris Ungar</p>	<p style="text-align: center;"><i>Our Vision</i></p> <p style="text-align: center;">San Luis Coastal prepares each student for a life of purpose.</p> <p style="text-align: center;">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 style="text-align: center;"><i>Our Mission</i></p> <p style="text-align: center;">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://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.

School Description and Mission Statement

Pacific Beach High School (PBHS) is a Western Association of Schools and Colleges (WASC) accredited continuation high school serving students from within the San Luis Coastal Unified School District. Our mission is to recognize that each student is an individual with different needs, learning styles, and talents. The school is committed to provide the highest quality programs and services to our students that will contribute to personal, career and educational success, with the expectation that they become productive, self-sufficient members of society.

Opportunities for Parental Involvement

Parents at Pacific Beach High School are invited to serve on the school's Site Council and are welcomed in classrooms as observers and/or volunteers. Parents are also invited to lend their time and efforts on field trips, special events, and graduation. For further information concerning parental involvement, please contact the principal at 805-596-4023. Families also attend a number of picnic events over the course of the school year, including Back-to-School Night, the Holiday Feast and Open House.

Enrollment by Grade Level (2021-2022)

Grade Level	Number of Students
Grade 10	1
Grade 11	19
Grade 12	33
Total Enrollment	53

Enrollment by Group (2021-2022)

Group	Percent of Enrollment
Male	66%
Female	32%
Non-binary	2%
African American	%
American Indian/Alaskan Native	%
Asian	%
Filipino	%
Hispanic or Latino	64.2%
Pacific Islander	%
White (not Hispanic)	34%
Two or More	1.9%
Socioeconomically Disadvantaged	79.2%
English Learners	17%
Foster Youth	3.8%
Homeless	52.8%
Students with Disabilities	5.7%

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	2019-20			Avg. Class Size	2020-21			Avg. Class Size	2021-22		
		Number of Classrooms	1-20	21-32		33+	Number of Classrooms	1-20		21-32	33+	Number of Classrooms
English	14	2			14	4			13	4		
Mathematics	14	2		1	14	4			6	7		
Science	16	2			8	2			10	3		
Social Science	28	1	2	1	7	8			10	6		

*fewer than 10 students tested with results

III. School Climate

School Safety Plan

The PBHS School Safety Plan identifies appropriate strategies and programs that will provide or maintain a high level of school safety and address procedures for complying with existing laws and Senate Bill 187. Safety and positive behavior are reinforced at PBHS.

The Safe School Plan is reviewed annually and incorporates clear rules and consequences, comprehensive supervision, and preventative health and safety programs. Emergency procedures are in place to allow for situations that occur while students are on campus. Nuclear emergency response, lockdown, fire, and earthquake drills are conducted each year. The School's Safety Plan was last updated and reviewed with staff in October, 2022.

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			State		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Suspensions	0%	6.67%	0%	0.41%	1.76%	3.36%	0.2%	2.45%	3.17%
Expulsions	0%	2.22%	0%	0%	0.11%	0.04%	0%	0.05%	0.07%

Suspensions (Column 1) and Expulsions (Column 2) by Student Group (School Year 2021-2022) Chronic Absenteeism by Student Group (School Year 2021-2022) (Columns 3-6)

Group % of Enrollment	Suspensions	Expulsions	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	%	0%	90	89	69	77.5%
Male	%	0%	61	60	46	76.7%
Female	%	0%	28	28	23	82.1%
Non-binary	%	0%				%
African American	%	0%				%
American Indian or Alaska Native	%	0%				%
Asian	%	0%				%
Filipino	%	0%				%
Hispanic or Latino	%	0%	50	50	37	74%
Pacific Islander	%	0%				%
White (not Hispanic)	%	0%	39	38	31	81.6%
Two or more	%	0%	1	1	1	100%
Socioeconomically Disadvantaged	%	0%	72	71	54	76.1%
English Learners	%	0%	15	15	11	73.3%
Foster Youth	%	0%	3	3	2	66.7%
Homeless	%	0%	41	40	32	80%
Students with Disabilities	%	0%	11	10	8	80%

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 <https://www.slcsd.org/departments/bgt/facility-planning>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

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

Pacific Beach High School has 4 classrooms, a computer lab, a multipurpose room, a library and an office. The current site was established in 1979 by relocating facilities built in 1938.

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: 10/27/22

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	Exemplary			

V. Teachers

Teacher Preparation and Placement (School Year 2020-2021)

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.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	1.10	28.33	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0	0	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	3	71.43	9.2	2.33	12115.80	4.41
Unknown	0	0	27.6	6.94	18854.30	6.86
Total Teaching Positions	4.20	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	1	26.25	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	.096	4853	1.74
Teachers without credentials and misassignments	0	0	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	2.90	73.75	13.40	3.24	11953.10	4.28
Unknown	0	0	20	4.83	15831.90	5.67
Total Teaching Positions	4	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers without credentials and misassignments	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.

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0	0
Local assignment options	3	2.90
Total Out-of-field teachers	3	2.90
Misassignments for English learners	0	0
No credential, permit or authorization to teach	0	0

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 (2021-2022)

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		
Library Media Services Staff (paraprofessional)	0.4	
Psychologist	0.65	
Nurse	0.56	
Speech/Language/Hearing Specialist	1.07	
College Career Center Coordinator	0.4375	
Adaptive Physical Education		
Occupational Therapist	0.2	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2022-2023)

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

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	2022	9-11	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2015	12	CSU (The California State University)	<i>ERWC 3.0</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>
	2022	9-12	Pearson/Savvas	<i>Precalculus, 7th Edition (Blitzer)</i>
	2022	9-12	Pearson/Savvas	<i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB & BC Edition)</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/Savvas	<i>Magruder's American Government</i>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
Science	2018	9	Lab-Aids	<i>Science and Global Issues: Biology, 2nd Edition</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMM Science Dimensions Chemistry in the Earth System</i>
	2014	11-12	Pearson/Savvas	<i>College Physics: A Strategic Approach, 3rd Edition (AP Edition)</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 2020-2021)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding 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	\$21,332	\$4,195	\$17,137	\$87,985
District			\$15,068	\$82,252
Percent Difference - School Site and District			13.73%	6.97%
State			\$6,594	\$85,128
Percent Difference - School Site and State			159.89%	3.36%

Types of Services Funded (2021-2022)

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
 College Readiness
 English Language Instruction
 Homeless Child Education
 Lottery

Limited English Proficiency, Title III
 Special Education
 Title I, Title IV Student Support & Academic Enrichment
 Vocational Education
 Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2020-2021) 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	\$49367	\$52478
Mid-Range Teacher Salary	\$73737	\$80810
Highest Teacher Salary	\$103731	\$101276
Average Principal Salary (Elementary)	\$132578	\$127080
Average Principal Salary (Middle)	\$149211	\$134264
Average Principal Salary (High)	\$166847	\$147200
Superintendent Salary	\$228449	\$242351
% of Budget for Teacher Salaries	30.09%	33%
% of Budget for Admin Salaries	5.18%	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 21-22)

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.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	64	N/A	47
Mathematics (grades 3-8 and 11)	N/A	4	N/A	56	N/A	33

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 21-22)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	28	97	42.86
Male	20	19	95	36.84
Female	--	--	--	--
Asian				
Hispanic or Latino	14	13	93	30.77
White	15	15	100	53.33
Two or More Races				
Socioeconomically Disadvantaged	22	21	95	57.14
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 21-22)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	28	97	3.57
Male	20	19	95	5.26
Female	--	--	--	--
Asian				
Hispanic or Latino	14	13	93	0
White	15	15	100	6.67
Two or More Races				
Socioeconomically Disadvantaged	22	21	95	4.76
English Learners	--	--	--	--
Students with Disabilities				

**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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021-22
Science (High School)	27.03	13.95	42.48	45.40	28.5	29.47

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	43	86	13.95
Male	34	30	88	16.67
Female	16	13	81	7.69
Asian				
Hispanic or Latino	27	24	89	11.11
White	23	19	83	31.58
Two or More Races				
Socioeconomically Disadvantaged	37	33	89	15.15
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

California Physical Fitness Test Results (2021-22)

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	Student Participation Rate for each component by grade level				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	Flexibility
9	75.6%	75%	75.5%	75.5%	75.9%

- No 9th graders

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, <http://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/>.

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	0%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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

Indicator	School			District			State		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Dropout Rate (1-year)		21.2%	12.2%		3.3%	1.5%		8.9%	7.8%
Graduation Rate		66.7%	85.4%		94.8%	95.8%		84.2%	87%

Dropout Rate and Graduation Rate

	Students	Grads	% Rate
All students	41	35	85.4
Male	26	20	76.9
Female	14	14	100
Non-binary			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	18	85.7
Pacific Islander			
White (not Hispanic)	19	16	84.2
Two or More			
Socioeconomically Disadvantaged	35	29	82.9
English Learners			
Foster Youth			
Homeless	20	18	90
Students with Disabilities			

XI. Instructional Planning and Scheduling

Professional Development

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

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	32/19	55/39	45/27

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.