

San Luis Coastal Unified School District

# San Luis Obispo High School

Grade 9 through Grade 12

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## 2022-2023 School Accountability Report Card

*Published During 2023-2024*

<p><b>BOARD OF EDUCATION</b> DEC 2023-Nov 2024</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Brian Clausen Eve Hinton Chris Ungar</p>	<p><b><i>Our Vision</i></b></p> <p><b>San Luis Coastal prepares each student for a life of purpose.</b></p> <p><b>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.</b></p> <p><b><i>Our Mission</i></b></p> <p><b>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.</b></p>	<p><b>DISTRICT OFFICE</b></p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: <a href="mailto:district@slcusd.org">district@slcusd.org</a> Web Site: <a href="http://www.slcusd.org">www.slcusd.org</a></p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Lisa Yamashita 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.

## 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.

The *California School Dashboard (Dashboard)* <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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, and is undergoing its next accreditation process during the 2023-2024 school year. 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.

### Enrollment by Grade Level (2022-2023)

<b>Grade 9</b>	413
<b>Grade 10</b>	442
<b>Grade 11</b>	387
<b>Grade 12</b>	402
<b>Total Enrollment</b>	1644

### Enrollment by Group (2022-2023)

<b>Group</b>	<b>Percent of Enrollment</b>
<b>Male</b>	51%
<b>Female</b>	48%
<b>Non-binary</b>	1%
<b>African American</b>	0.7%
<b>American Indian or Alaska Native</b>	0.1%
<b>Asian</b>	4.2%
<b>Filipino</b>	1.2%
<b>Hispanic or Latino</b>	31.3%
<b>Pacific Islander</b>	0.2%
<b>White (not Hispanic)</b>	56.7%
<b>Two or More</b>	5%
<b>Socioeconomically Disadvantaged</b>	28.5%
<b>English Learners</b>	4.2%
<b>Foster Youth</b>	0.4%
<b>Homeless</b>	4.9%
<b>Students with Disabilities</b>	13.6%

## A. CONDITIONS OF LEARNING

### 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	67.70	88.47	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	1.90	2.57	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	2.40	3.20	9.2	2.33	12115.80	4.41
Unknown	4.40	5.75	27.6	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	<b>76.50</b>	<b>100</b>	<b>398.60</b>	<b>100</b>	<b>274759.10</b>	<b>100</b>

### Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	70	92.18	373.10	89.76	234405.20	84
Intern credential holders properly assigned	1	1.32	4	0.96	4853	1.74
Teachers without credentials and misassignments	0.20	0.33	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	3.10	4.08	13.40	3.24	11953.10	4.28
Unknown	1.50	2.08	20	4.83	15831.90	5.67
<b>Total Teaching Positions</b>	<b>76</b>	<b>100</b>	<b>415.70</b>	<b>100</b>	<b>279044.80</b>	<b>100</b>

### Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	1.60	0
Misassignments	0.30	0.20
Vacant Positions	0	0
<b>Total Teachers without credentials and misassignments</b>	<b>1.90</b>	<b>0.20</b>

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	0.40	0.50
Local assignment options	2	2.60
<b>Total Out-of-field teachers</b>	<b>2.40</b>	<b>3.10</b>
Misassignments for English learners	1.30	0.50
<b>No credential, permit or authorization to teach</b>	<b>0.40</b>	<b>0</b>

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

### QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS (2023-2024)

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.

Subject	Textbooks and Instructional Materials	Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student	Yes	0
Mathematics	1 per student	Yes	0
Science	1 per student	Yes	0
History/Social Science	1 per student	Yes	0
Foreign Language	N/A	Yes	0
Health	N/A	Yes	0
Visual and Performing Arts	Suff. Instr. Materials	Yes	0
Science Laboratory Equipment (9-12)	Suff. Instr. Materials	Yes	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
<b>English</b>	2022	9-11	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2015	12	CSU (The California State University)	<i>ERWC 3.0</i>
	2021	9-12	Cengage	<i>Inside the USA</i>
	2022	9-12	Cengage	<i>Edge Fundamentals</i>
	2022	9-12	Cengage	<i>Edge Level A</i>
<b>Mathematics</b>	2022	9-12	Cengage	<i>Edge Level C</i>
	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>
<b>History/Social Science</b>	2022	9-12	Pearson/Savvas	<i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB &amp; BC Edition)</i>
	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	10-12	Cengage	<i>Western Civilization Since 1300 (AP)</i>
	2023	10-12	Bedford, Freeman & Worth	<i>Ways of the World for the AP World History Modern Course Since 1200 C.E., 5th Edition</i>
	2019	11	Houghton Mifflin Harcourt	<i>American History, Reconstruction to the Present</i>
	2019	12	Pearson	<i>Magruder's American Government</i>
<b>Science</b>	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
	2018	9	Lab-Aids	<i>Science and Global Issues: Biology, 3rd Edition (Updated to 3rd Edition in 2023)</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMH Science Dimensions Chemistry in Earth Systems</i>
	2000	11-12	Brooks Cole	<i>Chemistry, AP Ed. (Zumdahl)</i>
	2021	10-12	Pearson/Savvas	<i>Environment: The Science Behind the Stories (AP Ed.)</i>
	2021	10-12	Pearson/Savvas	<i>Environmental Science: Toward a Sustainable Future</i>
	2023	11-12	Houghton Mifflin Harcourt	<i>California HMH Science Dimensions Physics in the Universe</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
<b>Health</b>	2023	9	Goodheart-Willcox	<i>Comprehensive Health Skills for High School</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
<b>Spanish</b>	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>
	2023	9-12	Vista Higher Learning	<i>Galería de lengua y cultura, Levels 1-2</i>
	2018	9-12	Vista Higher Learning	<i>Temas, 3rd Edition</i>
<b>French</b>	2018	9-12	Vista Higher Learning	<i>D'accord! Langue et Culture du Monde Francophone, Levels 1-3</i>
<b>Latin</b>	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>
<b>ASL</b>	2008	9-12	Dawn Sign Press	<i>Signing Naturally</i>

## SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

### 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

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: 10/21/23

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

## B. PUPIL OUTCOMES

### Pupil Achievements

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics give in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	75	79	64	65	47	47
<b>Mathematics (grades 3-8 and 11)</b>	54	56	56	57	33	35

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.

ELA and 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 (i.e. achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Assessment Results – English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	378	352	93	79
<b>Male</b>	198	187	94	68
<b>Female</b>	178	163	92	81
<b>Asian</b>	19	17	89	88
<b>Black or African American</b>	5	5	100	--
<b>Filipino</b>	8	8	100	--
<b>Hispanic or Latino</b>	120	115	96	57
<b>White</b>	204	186	91	90
<b>Two or More Races</b>	19	18	95	94
<b>Socioeconomically Disadvantaged</b>	92	88	96	61
<b>English Learners</b>	14	13	93	15
<b>Students with Disabilities</b>	41	36	88	25

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 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	378	344	91	56
<b>Male</b>	198	187	94	59
<b>Female</b>	178	155	87	52
<b>Asian</b>	19	17	89	82
<b>Black or African American</b>	5	5	100	--
<b>Filipino</b>	8	8	100	--
<b>Hispanic or Latino</b>	120	114	95	34
<b>White</b>	204	179	88	66
<b>Two or More Races</b>	19	18	95	72
<b>Socioeconomically Disadvantaged</b>	92	87	95	31
<b>English Learners</b>	14	14	100	0
<b>Students with Disabilities</b>	41	36	88	8

**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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (High School)	51	63	45	51	29	30

**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	397	345	87	63
Male	203	186	92	65
Female	192	157	82	60
Asian	20	18	90	83
Black or African American	4	4	100	--
Filipino	8	8	100	--
Hispanic or Latino	124	111	90	40
White	213	180	85	73
Two or More Races	25	21	84	71
Socioeconomically Disadvantaged	93	83	89	45
English Learners	17	17	100	0
Students with Disabilities	43	35	81	11.43

**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 (School Year 2022-23)

Measure	CTE Program Participation
Number of Pupils	1248
Percent of pupils completing a CTE program and earning a high school diploma	28%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29%

## 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/>.

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

UC/CSU Course Measure	
2022-23 Students Enrolled in Courses Required for UC/CSU Admission	97.81%
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	71.07%

## OTHER PUPIL OUTCOMES

### California Physical Fitness Test Results (2022-23)

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	87.2%	65.1%	84.3%	88%	87.7%

## C. ENGAGEMENT

### Parental Involvement

#### 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 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.



## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Dropout Rate (1-year)	2.7%	0.8%	1%	3.3%	1.5%	3.1%	8.9%	7.8%	8.2%
Graduation Rate	96.2%	97%	96.2%	94.8%	95.8%	94.4%	84.2%	87%	86.2%

## Graduation Rate by Student Group – (Four Year Cohort Rate) School Year 2022-2023

Group	Students	Grads	% Rate
All students	398	383	96.2%
Male	207	198	95.7%
Female	191	185	96.9%
Non-binary			
African American			
American Indian or Alaska Native			
Asian	25	25	100%
Filipino			
Hispanic or Latino	110	101	91.8%
Pacific Islander			
White (not Hispanic)	231	226	97.8%
Two or More	22	22	100%
Socioeconomically Disadvantaged	138	125	90.6%
English Learners	29	24	82.8%
Homeless	40	33	82.5%
Students with Disabilities	54	44	81.5%

## Pupil Engagement

### Chronic Absenteeism by Student Group (School Year 2022-2023)

Group % of Enrollment	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	1696	1674	325	19.4%
Male	862	854	147	17.2%
Female	822	808	171	21.2%
Non-binary	12	12	7	58.3%
African American	11	11	2	18.2%
American Indian or Alaska Native	2	2	1	50%
Asian	72	71	7	9.9%
Filipino	19	19	1	5.3%
Hispanic or Latino	543	533	127	23.8%
Pacific Islander	4	4	1	25%
White (not Hispanic)	951	941	166	17.6%
Two or more	85	84	20	23.8%
Socioeconomically Disadvantaged	518	505	144	28.5%
English Learners	83	80	19	23.8%
Foster Youth	7	7	3	42.9%
Homeless	102	100	31	31%
Students with Disabilities	248	243	95	39.1%

## School Climate

### 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		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	3.46%	4.21%	5.01%	1.76%	3.36%	3.54%	2.45%	3.17%	3.6%
Expulsions	0.3%	0.12%	0.29%	0.11%	0.04%	0.11%	0.05%	0.07%	0.08%

## Suspensions and Expulsions by Student Group (School Year 2022-2023)

Group % of Enrollment	Suspensions Rate	Expulsions Rate
All Students	5.01%	0.29%
Male	6.26%	0.58%
Female	3.77%	0%
Non-binary		
African American	18.18%	0.12%
American Indian or Alaska Native		
Asian	2.78%	0%
Filipino		
Hispanic or Latino	8.66%	0.34%
Pacific Islander		
White (not Hispanic)	3.36%	0.12%
Two or more	2.35%	0%
Socioeconomically Disadvantaged	10.04%	0%
English Learners	7.23%	0%
Foster Youth		
Homeless	11.76%	0%
Students with Disabilities	15.32%	0%

### 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 code of conduct, the San Luis Obispo Police Department Resource Officer on campus, and student support programs that emphasize a culture of care and safety.

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, off-campus threat, 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.

## D. OTHER SARC INFORMATION

### 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	2020-21			Avg. Class Size	2021-22			Avg. Class Size	2022-23		
		Number of Classrooms 1-20	21-32	33+		Number of Classrooms 1-20	21-32	33+		Number of Classrooms 1-22	23-32	33+
English	21	30	43	3	25	17	22	14	26	16	19	14
Mathematics	21	33	41		27	9	38	8	26	19	31	8
Science	26	7	29	8	29	4	20	7	26	6	24	4
Social Science	22	24	20	12	27	8	12	11	31	2	11	15

### Student Support Services Staff (2022-2023)

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	411
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	3	
Nurse	1.26	
Speech/Language/Hearing Specialist	1	
Resource	0.42	
Career/College Guidance Center Coordinator	1	
Adaptive Physical Education	1	

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-2022)

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	\$15,072	\$4,544	\$10,528	\$85,054
District			\$17,275	\$80,831
Percent Difference - School Site and District			-39.06%	5.22%
State			\$7,607	\$87,362
Percent Difference - School Site and State			38.40%	-2.64%

### Types of Services Funded (2022-2023)

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 2021-2022)

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	\$50,354	\$54,190
Mid-Range Teacher Salary	\$75,212	\$85,111
Highest Teacher Salary	\$105,806	\$104,999
Average Principal Salary (Elementary)	\$132,560	\$132,492
Average Principal Salary (Middle)	\$155,240	\$140,987
Average Principal Salary (High)	\$151,385	\$153,884
Superintendent Salary	\$237,678	\$255,503
% of Budget for Teacher Salaries	31.12%	32.09%
% of Budget for Admin Salaries	4.94%	5.25%

## Advanced Placement Courses (School Year 2022-2023)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	2	33.8%
English	10	
Fine and Performing Arts	2	
World Languages	3	
Mathematics	9	
Science	9	
Social Science	11	
All Courses	46	

## Professional Development

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

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	59/43	45/27	78/9

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.*