

San Luis Coastal Unified School District
Morro Bay High School

Grade 9 through Grade 12

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2007-2008 School Accountability Report Card
Published During 2008-2009

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**San Luis Coastal Unified School District
 Mission Statement**

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

DISTRICT OFFICE

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The Board of Education of San Luis Coastal Unified School District adopted the following District Goals for Strategic Planning on November 1, 2005:

Student Achievement and Well-Being

To provide for each student a safe school that knows and cares about the student, clarifies what is important for that student to know and be able to do, continually refines instructional practices, maintains accountability for student's achievement and well-being; and develops in the student a sense of personal responsibility for his or her education.

Budget Development

To develop a balanced budget based upon reasonable but conservative assumptions.

Facilities and Infrastructure

To plan for long-range systematic expansion/contraction, repair and replacement of district facilities and infrastructure.

Employee Recruitment and Retention

To develop systems for recruitment, induction, retention, placement, and professional growth of employees.

Community Confidence

To develop community confidence through active outreach, transparent processes, open communication, and meaningful partnerships.

Governance

To develop a community vision for our schools and a respectful forum for community input.

I. Data and Access

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

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

II. About Morro Bay High School

School Description and Mission Statement

Established in 1959, Morro Bay High School has been an integral part of our coastal community for more than 47 years. Morro Bay, once a quiet fishing town, and Los Osos, a bedroom community to San Luis Obispo, have transformed into vital socioeconomic centers of their own. Morro Bay High School is part of the San Luis Coastal Unified School District, a district with ten elementary schools (one charter school), two middle schools, two comprehensive high schools, and one continuation high school. Morro Bay High School's 43-acre campus is unique in that it is one of only a few schools in the country bordering the Pacific Ocean. Morro Bay High is a four-year comprehensive high school, with a student population of 904 (CBEDS 2007-2008).

The mission of Morro Bay High School is to challenge each student to achieve his or her maximum potential in the areas of academics, critical thinking, occupational skills, social development, and personal growth. Upon graduation, "students will be capable of making responsible choices for a productive and satisfying life." Morro Bay High School is a 2005 California Distinguished School, a 2006 National Blue Ribbon School, and was named by *U.S. News & World Report* as one of America's Best High Schools for 2008.

Opportunities for Parental Involvement

Parent support at MBHS is well established. Numerous booster organizations offer invaluable financial support to curricular as well as extracurricular, and special needs programs. Our five parent booster clubs are: Aggie Backers, Athletic Boosters, Blue and White, Grad Night Committee, and the Music Boosters. MBHS and our district have benefited from TEACH (The Endowment for the Advancement of Children), whose purpose is to foster excellence in the San Luis Coastal United School District by providing grants for special classroom projects and materials that benefit students.

Parents serve as members of our school Management Team, with one of its main tasks being to oversee the School Improvement Plan. Parents were actively involved in writing our WASC (Western Association of Schools and Colleges) report and action plans. MBHS received a six-year accreditation without a three-year review, which is the highest level of accreditation granted by WASC. MBHS became a California Distinguished School in 2005, and a National Blue Ribbon School in 2006, and our parents helped review and make suggestions before our applications were submitted. Parents have also served as members of our Design Teams, charged with the responsibility of designing and/or redesigning the school's daily schedule each year. Parents have an opportunity to meet with the administration in monthly Principal's Forums as well as attend our Back to School and Open House events each year. Parents know that they are a vital part of the school community. They know that the teaching staff is accessible and concerned about their needs. Parents, students and staff take a yearly survey, and our entire staff reviews the results. For further information concerning parental involvement, please contact our Volunteer Administrator Coordinator, Mr. Dan Andrus, Assistant Principal, at 805-771-1845 ext. 2902, for the contact information for our five parent booster clubs.

Enrollment by Grade Level (2007-2008)

Grade Level	Number of Students
Grade 9	218
Grade 10	230
Grade 11	222
Grade 12	234
Total Enrollment	904

Enrollment by Group (2007-2008)

Group	Percent of Enrollment
African American	1.77%
American Indian or Alaska Native	.88%
Asian	1.88%
Filipino	5.31%
Hispanic or Latino	15.82%
Pacific Islander	.22%
White (not Hispanic)	74%
Multiple or No Response	.11%
Socioeconomically Disadvantaged	28%
English Learners	7%
Students with Disabilities	8%

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).

Grade Level	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08		
	Avg. Class Size	Number of Classrooms				1-20	21-32	33+		1-20	21-32	33+
		1-20	21-32	33+								
English	23.5	24	12	9	23	22	13	10	22.9	24	6	12
Mathematics	26.9	9	15	8	27.2	11	9	11	27	8	13	8
Science	28.5	3	9	7	32.5	4	4	13	29.6	1	9	6
Social Science	28.2	6	9	11	26.3	7	10	9	30.6	1	10	10

III. School Climate

School Safety Plan

Morro Bay High School has five essential key elements towards safety: yearly updated plan, safety practice and inservices for all onsite staff, confidential phone tree, coordination with Morro Bay City and San Luis Obispo County emergency safety/disaster officials, and practice emergency procedures each school year on campus. The plan was last updated in February 2008, and reviewed with staff in March 2008.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	6.9%	7%	6.3%	12.3%	6.4%	6.8%
Expulsions	.3%	0	.3%	.1%	.1%	.2%

IV. School Facilities

Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

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

Age of School Buildings

Morro Bay High School has 60 classrooms, a multi-purpose room, two gymnasiums, locker rooms, a library and an office. The main campus was built in 1960; additions were constructed in 1962, 1964 and 1980.

Maintenance and Repair

The district maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. District facilities are in very good shape.

Cleaning Process and Schedule

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

Deferred Maintenance Budget


The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-2009 school year, the district has budgeted \$300,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			 No repairs needed!
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer/Septic	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

The overall summary of the facility condition of this school is good.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web page.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	49	49	47	385
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2006-07 through 2008-09.

Core Academic Classes Taught by NCLB Compliant Teachers (2006-2007)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at this school and the district. More information on teacher qualifications required under NCLB can be found on the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.2%	1.8%
All Schools in District	98.6%	1.4%
High-Poverty Schools in District	There are no high-poverty schools in the district.	
Low-Poverty Schools in District	97.3%	2.7%

VI. Support Staff

Academic Counselors and Other Support Staff (2007-2008)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	301
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.3	
Nurse	.2	
Speech/Language/Hearing Specialist	.2	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2008-2009)

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
English	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Foreign Language	1 per student
Health	1 per student
Visual and Performing Arts	Sufficient Instructional Materials
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2003	K-5	Houghton Mifflin	<i>California Reading</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	K-6	Scott Foresman	<i>California Mathematics</i>
	2001	K-6 (Pacheco)	Harcourt	<i>Harcourt Math</i>
	2001	7-8	McDougal Littell	<i>Mathematics Course 2; Algebra I Concepts and Skills</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Science</i>
	2007	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2007	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	9-12	McDougal Littell	<i>Geometry; Algebra II</i>
History/Social Science	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20th Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9	Pearson/Prentice Hall	<i>Conceptual Integrated Science</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4th Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

Health

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

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

Foreign Language

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

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4th Edition</i>
	2005	9-12	Bolchazy	Supplemental Books for Latin

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-2007)

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	\$9,530	\$2,099	\$7,431	\$66,835
District			\$7,368	\$68,799
Percent Difference - School Site and District			.86%	-2.85%
State			\$5,300	\$62,157
Percent Difference - School Site and State			50.34%	7.53%

Types of Services Funded (2007-2008)

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

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

Teacher and Administrative Salaries (Fiscal Year 2006-2007)

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	\$38,000	\$39,692
Mid-Range Teacher Salary	\$58,000	\$62,830
Highest Teacher Salary	\$79,000	\$80,472
Average Principal Salary (Elementary)	\$102,209	\$98,460
Average Principal Salary (Middle)	\$108,756	\$104,522
Average Principal Salary (High)	\$116,776	\$114,549
Superintendent Salary	\$165,315	\$166,547
% of Budget for Teacher Salaries	40.2%	40.2%
% of Budget for Admin Salaries	5.6%	5.8%

IX. Student Performance

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

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	66%	68%	70%	63%	64%	64%	42%	43%	46%
Mathematics	44%	51%	39%	56%	56%	53%	40%	40%	43%
Science	65%	56%	68%	62%	62%	68%	35%	38%	46%
History/Social Science	60%	54%	55%	53%	51%	54%	33%	33%	36%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian	77%	85%		
Filipino	53%	47%	69%	50%
Hispanic or Latino	38%	25%	33%	21%
Pacific Islander				
White (Not Hispanic)	79%	41%	77%	63%
Male	66%	41%	70%	62%
Female	74%	38%	65%	49%
Economically Disadvantaged	47%	28%	42%	
English Learners	9%	22%		18%
Students with Disabilities	24%	10%	14%	
Students Receiving Migrant Education Services				

California High School Exit Examination

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

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	75.9%	67.6%	76.1%	80.7%	71.7%	78.5%	51.1%	48.6%	52.9%
Mathematics	74.2%	74.9%	76.8%	76.8%	75.1%	74.2%	46.8%	49.9%	51.3%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	23.9%	46.8%	29.4%	24.7%	41.1%	34.2%
Male	24.8%	42.5%	32.7%	19.5%	45.1%	35.4%
Female	22.9%	51.4%	25.7%	30.2%	36.8%	33%
Filipino	15.4%	53.8%	30.8%	15.4%	30.8%	53.8%
Hispanic or Latino	62.2%	27%	10.8%	43.2%	43.2%	13.5%
White (not Hispanic)	15.7%	49.1%	35.2%	20.6%	41.9%	37.5%
English Learners	86.4%	13.6%	0%	59.1%	40.9%	0%
Socioeconomically Disadvantaged	45.2%	43.8%	11%	41.1%	38.4%	20.5%
Students with Disabilities	86.7%	6.7%	6.7%	80%	13.3%	6.7%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. In 2007-2008, 51.3% of 9th grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

X. Accountability

Academic Performance Index (API)

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

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	10	9	9

API Changes by Student Group – Three Year Comparison

This table displays the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	2	0	6	831
Hispanic or Latino				703
White (not Hispanic)	-1	3	8	858
Socioeconomically Disadvantaged	9	-4	18	745

Adequate Yearly Progress (2007-2008)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics;
- API as an additional indicator; and
- Graduation rate for secondary schools.

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

AYP Overall and by Criteria (2007-2008)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.3%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information can be found at the [DataQuest](http://www.cde.ca.gov/ta/ac/ay/) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	.4%	1.2%	1%	1.1%	1.2%	1.1%	3.1%	3.5%	4.4%
Graduation Rate	96%	90%	99.5%	94.6%	85.3%	97.3%	85%	83%	79.5%

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, the following table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Percentage is not shown when the subgroup included fewer than 10 students.

Group	Graduating Class of 2008	
	School	District
All Students	91.88%	94.05%
African American		84.62%
American Indian or Alaska Native		
Asian		100%
Filipino	85.71%	84.21%
Hispanic or Latino	79.31%	86.36%
Pacific Islander		
White (not Hispanic)	94.38%	95.83%
Socioeconomically Disadvantaged	91.11	94.87%
English Learners	88%	91.30%
Students with Disabilities	71.43%	87.18%

Career Technical Education Programs (School Year 2007-2008)

We are confident that Morro Bay High School students enter the work force with good-to-excellent knowledge in English, math, science and social studies. Our Expected Schoolwide Learning Results (ESLRs), those qualities we want our students to attain while in high school, are: Critical Thinkers, Effective Communicators, and Responsible Citizens. The knowledge they have learned and these three qualities all prepare them to be successful in the workforce. We have extensive CTE courses in agriculture, art, business, computers, journalism and newspaper, home economics careers and technology, industrial technology, and social science. Our Regional Occupational Program (ROP) courses are approved by our local Santa Lucia ROP center and our San Luis Coastal Unified School District Board of Education. ROP advisory committees represent the following industries: agriculture, art, home economics, industrial technology, and criminal justice. Our ROP Director, Karen Lopez, also the Administrator of Pacific Beach Continuation High School, coordinates our ROP program and the advisory committees. Morro Bay High School offers ROP courses in agriculture, art, business, home economics careers and technology, industrial technology, and social studies. San Luis Coastal Unified School District has a CTE articulated agreement with Cuesta College. Completing the courses listed below will allow a student to receive Cuesta College credit.

Business/Computer Education Department

Computer Service Technology (ROP)
Novell Network Administrator (ROP)
Introduction to Computer Networking (ROP)

Home Economics Careers and Technology Department

Developmental Psychology of Children I
Teaching Careers (ROP)

Industrial Technology Department

Auto I and II
Automotive Maintenance (ROP)
Auto Engine Diagnosis (ROP)
Auto Powertrain Systems (ROP)
Computer-Aided Drafting (ROP)

The following are course sequences in agriculture, business/computer education, home economics careers and technology, and industrial technology. Some courses are offered in alternate years so that students will have the opportunity to pick from a full range of course offerings.

Agricultural Course sequence:

Ag Physical Science P
Ag Biology P and H
Small Animal Science/Pre-Vet (ROP)
Large Animal Science (ROP)
Ag Mechanics I and II
Ag Construction (ROP)
Ornamental Horticulture I
Plant Nursery/Greenhouse Management (ROP)
Landscape Maintenance (ROP)
Ag Leadership and Communication
Ag Economics and Government Policy P (ROP)

Business/Computer Education sequence:

Accounting I and II
Job-Oriented Business Skills
Applied Economics
Introduction to Computers
Computer Applications
Computer Technician I
Programming I, II and III
Computer Service Technology (ROP)
Network Operating Systems Management (ROP)
Introduction to Computer Networking (ROP)

Home Economics Careers and Technology sequence:

Creative Living
Fashion Design
Advanced Fashion Design
Interior Design
Advanced Interior Design
Nutrition
Nutrition and Cultural Foods
Special Projects in Fashion Design, Interior Design,
or Nutrition
Developmental Psychology of Children I and II
Teaching Careers (ROP)

Industrial Technology sequence:

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

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	439
Percent of pupils completing a CTE program and earning a high school diploma	19%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the [DataQuest](http://dq.cde.ca.gov/dataquest/) Web site, <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	
Students Enrolled in Courses Required for UC/CSU Admission	69.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	44.2%

Advanced Placement Courses (School Year 2007-2008)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](http://dq.cde.ca.gov/dataquest/) Web site, <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English	2	
Fine and Performing Arts		
Foreign Language	2	
Mathematics	2	
Science	1	
Social Science	3	
All Courses	10	4.1%

XII. Instructional Planning and Scheduling

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, Title III Limited-English-Proficient funds, Economic Impact Aid – State Compensatory Education (EIA-SCE) funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

Since 2007, the district's major focus for staff development has been concentrated in the areas of English Learners, Intervention, Professional Learning Communities, and technology. Although most of our students are achieving at high levels, some of our subgroup populations are not. This data has provided the impetus for staff development and coordinated efforts to address this need.

In the area of English Learners, scheduled inservices have provided all classroom teachers with training on effective instructional strategies and practices to use with English Learners. In addition, all school sites have been provided the opportunity to send teams of staff members to English Learner (EL) inservices sponsored by outside agencies. Beginning Teacher Support and Assessment (BTSA) participants have received inservices focused on English Learners. Administrators, library technicians, paraprofessionals and clerical support staff have participated in or will participate in district EL inservices. Finally, California Teacher of English Learners (CTEL) preparation classes are being offered to teachers who need to earn their EL authorization.

In the area of intervention, members of our Response to Intervention (RtI) Committee have attended conferences and participated in visitations to other school sites in order to gather information to help determine the next steps in the RtI plans. Because reading is an area that greatly impacts our struggling students, staff development in recording student performance in reading and the Comprehensive Literacy Reform model is being provided to our elementary teachers and administrators.

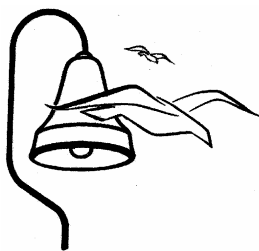
In the area of Professional Learning Communities, school site teams attended a series of workshops presented by Tim Kanold, award-winning educator. District-facilitated workshops on essential standards and benchmark assessments, as well as district-provided reports and data analysis tools, have enhanced the discussions, during weekly collaboration time, that has focused on student progress and achievement.

In the area of technology, teachers of grades 4 through 6 have participated in effective instructional uses of technology through a professional development program supported by an Enhancing Education Through Technology Grant (EETT). In addition, all staff members have been trained in the use of our new student information system.

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

- Weekly collaboration time for all district teachers;
- Release time using substitutes;
- Student performance data reports; and
- Assistance from EL, Reading, and Title I Specialists.

For the three-year period of 2006-07 through 2008-09, three professional development days per year were scheduled to provide tools and instruction to staff to better serve our students.



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.