

San Luis Coastal Unified School District
Morro Bay High School

Grade 9 through Grade 12

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2020-2021 School Accountability Report Card
Published During 2021-2022

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 DEC 2021-NOV 2022**

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Our Vision

San Luis Coastal prepares each student for a life of purpose.

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.

Our Mission

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.

DISTRICT OFFICE

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 Superintendent

Ryan Pinkerton
 Assistant Superintendent
 Business Services

Diane Frost
 Assistant Superintendent
 Educational Services

The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

2021-2025:

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

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

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

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

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

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

I. Data and Access

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

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

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

II. About 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 50 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 813 (CBEDS 2016-2017).

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 and 2009 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, 2009, and 2010.

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 four parent booster clubs are: Aggie Backers, Athletic Boosters, Blue and White, 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 Site Council, with one of its main tasks being to oversee the Single Plan for Student Achievement. Parents were actively involved in writing our WASC (Western Association of Schools and Colleges) report and action plans. MBHS received a six-year accreditation with a three-year review, which is the highest level of accreditation granted by WASC. Parents have an opportunity to 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 Principal, Mr. Schalde at 805-771-1845.

Enrollment by Group (2020-2021)

Enrollment by Grade Level (2020-2021)

Grade Level	Number of Students
Grade 9	224
Grade 10	198
Grade 11	242
Grade 12	203
Total Enrollment	867

Group	Percent of Enrollment
Male	53%
Female	47%
Non-binary	0.001%
African American	0.06%
American Indian or Alaska Native	0.1%
Asian	2.2%
Filipino	4%
Hispanic or Latino	27.2%
Pacific Islander	0%
White (not Hispanic)	60.9%
Two or More	4.8%
Socioeconomically Disadvantaged	35.6%
English Learners	4.5%
Students with Disabilities	13.6%

Average Class Size and Class Size Distribution (Secondary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class	Avg. Class Size	2018-19			Avg. Class Size	2019-20			Avg. Class Size	2020-21		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23	14	16	8	22	18	12	9	18	26	15	9
Mathematics	24	12	11	10	22	17	15	4	18	29	15	2
Science	31	2	5	10	29	3	4	7	21	9	8	4
Social Science	25	5	12	5	22	11	10	4	16	22	9	4

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 2020, and reviewed with staff in March 2020.

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		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Suspensions	6.0%	0.03%	0.007%	2.7%	0.024%	0.004%
Expulsions	0.3%	0.001%	0%	0.1%	0.0013%	0%

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

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

Chronic Absenteeism by Student Group (School Year 2020-2021) (Column 2)

Group % of Enrollment	Column 1	Column 2
All Students	0.007%	6.6%
Male	0.6%	7%
Female	0.1%	6.1%
Non-binary	%	%
African American	%	%
American Indian or Alaska Native	%	%
Asian	%	%
Filipino	%	5.7%
Hispanic or Latino	0.004%	10.5%
Pacific Islander	%	%
White (not Hispanic)	0.009%	5.7%
Two or more	%	2.3%
Socioeconomically Disadvantaged	%	11.3%
English Learners	%	15%
Students with Disabilities	%	18.2%

IV. School Facilities

Facility Conditions and Planned Improvements

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

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

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 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: 10/30/20

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

V. Teachers

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

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

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

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

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

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

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

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

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

VI. Support Staff

Academic Counselors and Other Support Staff (2020-2021)

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	2	433
Library Media Teacher (Librarian)	0.06	
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.71	
Nurse	0.29	
Speech/Language/Hearing Specialist	0.95	
Career/College Guidance Center Coordinator	0.8	
Adaptive Physical Education	0.06	
Occupational Therapist	0.2	

VII. Curriculum and Instructional Materials

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

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

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

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6(City)	Heinemann	<i>Units of Study for Teaching Reading</i>
	2003	6(LOMS) 7,8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 & Course 3</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2020	6	National Geographic Learning	<i>World History: Ancient Civilizations</i>
	2020	7	National Geographic Learning	<i>National Geographic Explore</i>
	2020	8	National Geographic Learning	<i>World History: Medieval and Early Modern Times</i>
Science	2016	K-8	Delta Education	<i>FOSS Next Generation</i>
	2020	6	Delta Education	<i>FOSS Next Generation</i>
	2020	7	Delta Education	<i>FOSS Next Generation</i>
	2020	8	Delta Education	<i>FOSS Next Generation</i>

9-12 Core Curriculum Areas

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

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th Edition</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic (AB)</i>
	2007	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic, AP Ed. (BC)</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th 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	<i>Magruder's American Government</i>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
Science	2018	9	Lab-Aides	<i>Science and Global Issues: Biology, 2nd Edition</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2021	10-12	Pearson Education	<i>Environment: The Science Behind the Stories, 7th Edition (AP)</i>
	2017	10-12	Pearson Education	<i>Environmental Science: Toward a Sustainable Future</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMH Science Dimensions Chemistry in Earth Systems</i>
	2014	11-12	Wiley	<i>Cutnell & Johnson Physics, 10th Edition (AP)</i>

Health

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

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

World Language

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

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

VIII. School Finances

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

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	\$14,890	\$3,372	\$11,518	\$83,207
District			\$13,353	\$78,113
Percent Difference - School Site and District			-13.74%	6.52%
State			\$7,750	\$83,901
Percent Difference - School Site and State			48.62%	-0.83%

Types of Services Funded (2020-2021)

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

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

Teacher and Administrative Salaries (Fiscal Year 2019-2020)

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

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

IX. Student Performance

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

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

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

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

CAASPP Assessment Results – English Language Arts (ELA)

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

ELA – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	181	74.18	56.73
Male	130	101	77.69	57.29
Female	114	80	70.18	56
Asian	--	--	--	--
Hispanic or Latino	63	47	74.6	34.88
White	154	115	74.68	65.77
Two or More Races	15	9	60	--
Socioeconomically Disadvantaged	98	64	65.31	44.44
English Learners	--	--	--	--
Students with Disabilities	29	23	79.31	22.73

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

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

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

CAASPP Assessment Results – Mathematics

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

Mathematics – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	157	64.34	33.76
Male	130	92	70.77	35.87
Female	114	65	57.02	30.77
Asian	--	--	--	--
Hispanic or Latino	63	44	69.84	18.18
White	154	101	65.58	40.59
Two or More Races	15	6	40	--
Socioeconomically Disadvantaged	98	51	52.04	19.61
English Learners	--	--	--	--
Students with Disabilities	29	20	68.97	10

California Physical Fitness Test Results (2019-20)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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

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

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

Subject	School 2019–20	School 2020–21	District 2019–20	District 2020–21	State 2019–20	State 2020-21
Science (High School)	N/A	34.81	N/A	42.48	N/A	28.72

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

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 20-21)
Science – Grade 11**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	181	42	34.81
Male	228	107	46.93	31.78
Female	203	74	36.45	39.19
Filipino	14	5	35.71	--
Hispanic or Latino	109	47	43.12	14.89
White	272	120	44.12	44.17
Two or More Races	22	7	31.82	--
Socioeconomically Disadvantaged	155	59	38.06	23.73
English Learners	16	4	25	--
Students with Disabilities	46	17	36.96	0

X. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Dropout Rate (1-year)	2.2%	12%	3.6%	2.6%	3.3%	3%	9%	8.9	9.4%
Graduation Rate	96.7%	97.1%	94.9	95.3%	94.8%	93.4%	84.5%	84.2%	83.6%

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

Group	Percent of Enrollment
All students	94.92%
Male	92.38%
Female	97.83%
Non-binary	%
African American	100%
American Indian or Alaska Native	%
Asian	100%
Filipino	85.71%
Hispanic or Latino	92.59%
Pacific Islander	%
White (not Hispanic)	96.67%
Two or More	85.71%
Socioeconomically Disadvantaged	92.94%
English Learners	81.82%
Students with Disabilities	86.67%

Career Technical Education Programs

Morro Bay High School has a strong Career Technical Education program partnering business and education with eleven career pathways representing seven industry sectors. *Courses are A-G approved for college admission.

Agriculture and Natural Science Industry Sector

Animal Science Pathway

Animal Science, Animal Anatomy/Physiology and Vet,

Agriscience Pathway

Ag Chemistry and Ag Biology

Agriculture Business Pathway

Ag Leadership, Ag Speech Communication

Arts Media and Entertainment Industry Sector

Performing Arts Pathway Band

Symphonic Band I and II, Wind Ensemble,

Performing Arts Pathway Choir

Concert Choir I and II, Music and Audio Engineering

Design, Media and Visual Art Pathway

Intro to Multimedia, Advanced Photography Hybrid Online

Production and Managerial Arts Pathway

Intro to Multimedia, Television & Video Production

Education, Child Development and Family Services Industry Sector

Education Pathway

Developmental Psychology of Children, Teaching Careers

Health Science & Medical Technology Industry Sector

Applied Chemistry, Biotechnology, Anatomy & Physiology, Sports Medicine

Engineering & Architecture Industry Sector

Engineering Design Pathway

Exploring Manufacturing & Design I, Welding, Fabrication & Design II, Engineering and Design III

Public Service Industry Sector

Legal Practice Pathway

Intro to Law, Criminal Law

Public Service Pathway

Intro to Law, Leadership

Transportation Industry Sector

Systems Diagnostics Service and Repair

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

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

Measure	CTE Program Participation
Number of Pupils	661
Percent of pupils completing a CTE program and earning a high school diploma	50.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--%

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

UC/CSU Course Measure	
2020-21 Students Enrolled in Courses Required for UC/CSU Admission	98.96%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	56.1%

Advanced Placement Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	
English	8	
Fine and Performing Arts	0	
World Language	2	
Mathematics	3	
Science	3	
Social Science	3	
All Courses	19	23.%

XI. Instructional Planning and Scheduling Professional Development

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

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

Note: Full days/partial days



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.