

San Luis Coastal Unified School District
Morro Bay High School

Grade 9 through Grade 12

Scott Schalde, Principal

E-mail: sschalde@slcusd.org



235 Atascadero Road
 Morro Bay, CA 93442
 Ph: (805) 771-1845 Fax: (805) 772-5944
 CDS Code: 40-68809-4034807
 Website: mbhs.slcusd.org



2022-2023 School Accountability Report Card
Published During 2023-2024

<p>BOARD OF EDUCATION 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><i>Our Vision</i> San Luis Coastal prepares each student for a life of purpose.</p> <p>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</p> <p><i>Our Mission</i> San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</p>	<p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>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 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.

The mission of Morro Bay High School is to educate students through rigorous, relevant, and engaging experiences, supported by the whole community. We provide a safe environment for students to reach their full potential in academics, critical thinking, and social growth, preparing them for global success. Our goal is to empower all students with integrity and to be productive, healthy members of a diverse society.

Enrollment by Grade Level (2022-2023)

Grade Level	Number of Students
Grade 9	207
Grade 10	188
Grade 11	210
Grade 12	190
Total Enrollment	795

Enrollment by Group (2022-2023)

Group	Percent of Enrollment
Male	52%
Female	48%
Non-binary	<1%
African American	0.3%
American Indian or Alaska Native	0.3%
Asian	1.9%
Filipino	4.4%
Hispanic or Latino	28.8%
Pacific Islander	0.1%
White (not Hispanic)	58.7%
Two or More	5.3%
Socioeconomically Disadvantaged	38%
English Learners	4.9%
Foster Youth	0.8%
Homeless	7.5%
Students with Disabilities	15.6%

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	42	93.69	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	1	2.23	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0.20	45	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	0.60	1.45	9.2	2.33	12115.80	4.41
Unknown	0.90	2.18	27.6	6.94	18854.30	6.86
Total Teaching Positions	44.80	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	40.40	90.11	373.10	89.76	234405.20	84
Intern credential holders properly assigned	2	4.46	4	0.96	4853	1.74
Teachers without credentials and misassignments	1	2.23	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	0.20	0.45	13.40	3.24	11953.10	4.28
Unknown	1.20	2.76	20	4.83	15831.90	5.67
Total Teaching Positions	44.80	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	0
Total Teachers without credentials and misassignments	0.20	1

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

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0	0.20
Local assignment options	0.60	0
Total Out-of-field teachers	0.60	0.20
Misassignments for English learners	2.30	0
No credential, permit or authorization to teach	2.50	0

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
English	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>
	2022	9-12	Cengage	<i>Edge Level C</i>
Mathematics	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th Edition</i>
	2022	9-12	Pearson/Savvas	<i>Precalculus, 7th Edition (Blitzer)</i>
	2022	9-12	Pearson/Savvas	<i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB & BC Edition)</i>
History/Social Science	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	10-12	Cengage	<i>Western Civilization Since 1300 (AP)</i>
	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>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
Science	2018	9	Lab-Aids	<i>Science and Global Issues: Biology, 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
Health	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
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>
	2023	9-12	Vista Higher Learning	<i>Galeria de lengua y cultura, Levels 1-2</i>
	2018	9-12	Vista Higher Learning	<i>Temas, 3rd 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>

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

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: 11/3/23

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	Exemplary			

C. 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 (School Year 22-23)

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
English Language Arts/Literacy (grades 3-8 and 11)	74	77	64	65	47	47
Mathematics (grades 3-8 and 11)	38	47	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)

ELA – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	183	94	77
Male	112	104	93	77
Female	81	77	95	77
Asian	4	4	100	--
Filipino	10	8	80	--
Hispanic or Latino	50	47	94	64
White	121	114	94	82
Two or More Races	7	7	100	--
Socioeconomically Disadvantaged	72	71	99	66
English Learners	8	7	88	--
Students with Disabilities	40	33	83	52

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 22-23)

Mathematics – Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	176	90	47
Male	112	102	91	50
Female	81	72	89	44
Asian	4	4	100	--
Filipino	10	8	80	--
Hispanic or Latino	50	47	94	23
White	121	107	88	54
Two or More Races	7	7	100	--
Socioeconomically Disadvantaged	72	66	92	35
English Learners	8	7	88	--
Students with Disabilities	40	31	78	13

**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)	34	47	45	51	29	30

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 22-23)
Science – Grade 11**

Student Groups	Total Enrollment	Number Tested	51	Percent Met or Exceeded
All Students	210	183	87	47
Male	120	104	87	48
Female	88	77	88	47
Asian	5	4	80	--
Filipino	10	9	90	--
Hispanic or Latino	53	47	89	28
White	131	112	85	52
Two or More Races	8	8	100	--
Socioeconomically Disadvantaged	75	66	88	33
English Learners	9	9	100	--
Students with Disabilities	40	32	80	19

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	602
Percent of pupils completing a CTE program and earning a high school diploma	61%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	24%

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	98.49%
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	58.85%

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%

D. ENGAGEMENT

Parental Involvement

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.

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)	1.2%	0.8%	1.6%	3.3%	1.5%	3.1%	8.9%	7.8%	8.2%
Graduation Rate	97.1%	95.9%	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	182	175	96.2%
Male	90	84	93.3%
Female	91	90	98.9%
Non-binary			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	56	53	94.6%
Pacific Islander			
White (not Hispanic)	104	100	96.2%
Two or More			
Socioeconomically Disadvantaged	101	96	95%
English Learners			
Homeless	30	27	90%
Students with Disabilities	30	28	93.3%

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	825	813	183	22.5%
Male	424	418	93	22.2%
Female	395	389	85	21.9%
Non-binary	6	6	5	83.3%
African American	2	2	0	0%
American Indian or Alaska Native	2	2	1	50%
Asian	15	15	0	0%
Filipino	35	35	3	8.6%
Hispanic or Latino	244	239	55	23%
Pacific Islander	1	1	0	0%
White (not Hispanic)	481	475	114	24%
Two or more	43	42	8	19%
Socioeconomically Disadvantaged	334	330	91	27.6%
English Learners	40	39	7	17.9%
Foster Youth	11	11	6	54.5%
Homeless	72	72	18	25%
Students with Disabilities	139	135	52	38.5%

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	2.76%	7.12%	4.48%	1.76%	3.36%	3.54%	2.45%	3.17%	3.6%
Expulsions	0.11%	0.002%	0.1%	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	4.48%	%
Male	6.13%	%
Female	2.78%	%
Non-binary	%	%
African American	%	%
American Indian or Alaska Native	%	%
Asian	%	%
Filipino	5.71%	%
Hispanic or Latino	3.28%	0.3%
Pacific Islander	%	%
White (not Hispanic)	4.57%	%
Two or more	11.63%	%
Socioeconomically Disadvantaged	7.19%	%
English Learners	7.50%	%
Foster Youth	27.27%	%
Homeless	5.56%	%
Students with Disabilities	8.63%	%

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 2023, and reviewed with staff in March 2023.

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				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-22	23-32	33+
English	18	26	15	9	19	20	17	8	18	18	24	2
Mathematics	18	29	15	2	18	28	15	1	22	11	19	2
Science	21	9	8	4	26	3	9	3	22	8	9	1
Social Science	16	22	9	4	23	14	8	6	23	11	11	1

Student Support Services Staff (2022-2023)

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	397.5
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	2.2	
Nurse	0.4	
Speech/Language/Hearing Specialist	0.4	
Resource	0.17	
Adaptive Physical Education	0.11	
Occupational Therapist	0.23	

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

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	\$18,059	\$4,965	\$13,094	\$83,567
District			\$17,275	\$80,831
Percent Difference - School Site and District			-24.20%	3.38%
State			\$7,607	\$87,362
Percent Difference - School Site and State			72.13%	-4.34%

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		
English	6	
Fine and Performing Arts		
World Language		
Mathematics	2	
Science	4	
Social Science	5	
All Courses	17	26.3%

XI. Instructional Planning and Scheduling Professional Development

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

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	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.