

SELF-STUDY VISITING COMMITTEE REPORT
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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
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MORRO BAY HIGH SCHOOL

235 Atascadero Road
Morro Bay, CA 93442

San Luis Coastal Unified School District

4/24/2017 - 4/26/2017

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Chapter I: Student/Community Profile and Supporting Data and Findings

Morro Bay High School (MBHS) is an integral part of the California Central Coast. Established in 1959, the school provides quality secondary education for the surrounding communities. MBHS is a four-year comprehensive high school with a current student population of 878. The school is rich in history and tradition and is known for its strong academic programs, competitive athletic teams, collaborative and interactive co-curricular programs, strong relationship with the community, and forward thinking faculty. 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. they are a Basic Aid District that has been able to serve their student body with adequate resources in order to maintain their academic programs. In the coming years, they will be faced with new challenges due to major changes in district funding, namely the closure of the Diablo Nuclear Power Plant which currently provides a large percentage (around 8 million dollars per year) of district funding. their task will be to maintain the high level of academics and numerous extra-curricular activities offered on a reduced budget.

Morro Bay High School serves the communities of Morro Bay, Los Osos - Baywood Park, and Cayucos. Morro Bay's 43-acre campus is one of only a few in the country that border the Pacific Ocean. The surrounding communities are rooted in an economy based on tourism, agriculture, and fishing. The school maintains a constant presence in these communities by opening the doors of the school on a regular basis to guest speakers and presenters, and the school maintains a high level of parent involvement throughout the year.

The mission of Morro Bay High School, in conjunction with parents and community, is to provide a safe and aesthetically pleasant environment in which each student will be challenged to reach his or her maximum potential in the areas of academics, critical thinking, occupational skills, social development, personal growth, and to understand and appreciate ethnic and cultural diversity. As a result of this environment, students will be capable of making sound choices for a productive and satisfying life.

Demographic Data

The communities of Morro Bay, Los Osos - Baywood Park, and Cayucos are composed of a predominately white, middle income student population. The small town/rural environment is also home to a large ethnic population that is embraced and celebrated by the community and high school. A little more than half (51%) of their students live in Los Osos - Baywood Park, requiring a 10 to 20 minute commute to school each day. Morro Bay and Cayucos house the other half of the student population (Morro Bay 39%, Cayucos 4%).

2010 Census

City	% of Enrollment	Population	Families	Median Age	Median income	% of poverty
Cayucos	4.60%	2,592	1,682	53	\$57,863	12.80%
Morro Bay	38.90%	10,234	2,594	50.8	\$53,585	12.40%
Los Osos/BW	51.10%	14,276	3,836	48.9	\$56,860	9.30%

Morro Bay High School has seen an increase in the percent of families with students attending the high school who are at or below the poverty line. This increase has led to the creation of multiple programs at the school to help students who are in need of school supplies, technology, and clothing. MBHS has a computer check out program for students who are in need of laptop to complete school assignments as well as the Pirate Plaza which collects clothing donations for students to be used for athletics, formal events, or day to day wear. Students can also receive scholarships and financial aid for school activities, such as dances, grad night, yearbooks, and standardized test like AP, SAT, ACT, and PSAT.

There are three subgroups identified by the NCLB AYP reports: White, Hispanic/Latino, and Socioeconomically Disadvantaged. While the school is predominately White, MBHS maintains a large Hispanic/Latino population and has a growing Asian, Filipino, and African American population over the past 6 years. The staff and students are proud of the integration of all students at MBHS. Students do not identify or experience a large ethnic divide among subgroups that often occur at some schools. Rather, all activities, clubs, sports, and organizations are well attended by all students and are inclusive of all races, genders, and sexual orientation. While their English Learners can be more isolated at times due to language fluency, the staff works hard to help them integrate quickly into the school culture and increase their participation in both curricular and extracurricular activities.

Significant Subgroups

Year	White	Hispanic	SED	EL
2013-14	67.96%	26.16%	6.32%	7.32%
2014-15	70.94%	23.54%	8.70%	7.32%
2015-16	70.54%	21.54%	10.03%	4.12%
2016-17	68.22%	21.18%	11.55%	4.62%

Enrollment Patterns

Morro Bay High School’s enrollment has remained fairly consistent over the past few years despite predictions that it would drop below 700. The student population is balanced between male and female students and class sizes are between 175 - 250 students. This consistency allows teachers and departments to plan curriculum, projects, and lessons with knowledge that they will have around the same number of students in each class from year to year. The consistency also helps plan for accurate budgets for the following years.

Year	9th Grade	10th Grade	11th Grade	12th Grade	Total
2012-13	225	218	203	206	852
2013-14	194	225	211	195	825
2014-15	231	212	221	203	867
2015-16	224	237	196	203	860

Special Education

Morro Bay High School (MBHS) provides Special Education (SPED) Services to

students who qualify. The MBHS Special Education Department's philosophy is to provide their students access to the core curriculum and to meet state standards in the least restrictive environment. They provide all the support they can to ensure their students needs are met primarily in the regular, general education classroom with their peers. There are currently five full-time SPED teachers, one part-time SPED teacher (educational specialists), and seven paraprofessionals serving 85 students. The School Psychologist is on-site two days a week and is available for assessment, student success team (SST) and Individual Education Plan (IEP) meetings. Other district specialists who also serve students who qualify for their services are Speech and Language Pathologists, Occupational Therapists, Adaptive Physical Education Specialists, and a Program Specialist. The county works with MBHS to provide a variety of other services for students who qualify. For example, they currently have students working with a Vision Specialists and a counselor through Mental Health Services.

From 2011 to present SPED enrollment has averaged 8.9% of the school population. During this time, the SPED department has had a 98% graduation rate. It should be noted that in the 2011-2012 school year a Less-Intensive Special Day Class (LISDC) was created at MBHS which increased the enrollment of SPED students and increased the number of student receiving Certificates of Completion. The Certificate of Completion is determined by an IEP team for students where the coursework and focus for a diploma would be inappropriate (primarily LISDC students). Students who receive a certificate of completion focus on independent living skills and vocational skills and continue their education and training after high school in the PREPARE program, a District adult program dedicated to vocational, functional, and independent living skills.

Special Education Enrollment

Special Education	2013-2014	2014-2015	2015-2016	2016-2017
Male Students	46	45	55	63
Female Students	29	28	29	23
Other than White	34	30	31	35
Total Students	75	72	84	86

Three service delivery models are provided on campus. First, there are three Resource Specialists (2.5 FTE) working with their students who are primarily working in the general education classroom. Two educational specialists work in the Therapeutic Learning Center (TLC Program) for students who qualify under the eligibility of Emotional Disturbance and have Mental Health Services. Finally, there is one Educational Specialist who works in their LISDC with students who require a more structured environment focused on community, vocational, and social skills education. Each Educational Specialist is responsible for students on their caseload. Case management responsibilities include monitoring student progress, supporting teachers working with students on their caseload, communication with family and caregivers, triennial assessment, and facilitating the IEP process and meetings. The Speech and Language Pathologist also case manages students who qualify only under speech services.

To promote more inclusion for SPED students, team-taught classes were established during the 2015-2016. Educational specialists collaborate with general education teachers to make the core curriculum more accessible to students with IEPs. The specialists then attend the class throughout the year, assisting the general education teachers with lessons and activities. The goal is to have a higher number of students with IEPs taught the general education curriculum and standards by highly qualified teachers with support from SPED teachers who provide the scaffolding and modification necessary for success. their current team-taught classes are Integrated Science, Biology, English 9, English 10, Algebra I, and Geometry. Paraprofessionals are also supporting students with IEPs in a variety of other classes.

They collaborate with teachers to assist students in class activities, take notes, and ensure the individualized support detailed in students' IEPs is accessible. Current classes where paraprofessionals are supporting students are: Drawing I and II, Biology, Agricultural Science, Computer Applications, Auto Shop, Digital Photo, Theater I, Economics, Psychology, Nutrition, and US History. This school year 76% of their SPED students take the majority of their classes (4 or more) in general education classes. Their department is dedicated to promoting inclusion for all their students and providing access to all General Education classes.

2016-2017 Inclusion Percentages for SPED Students

SPED students in all General Educations classes	28%
SPED students in all General Educations classes but 1	27%
SPED students in all General Educations classes but 2	21%
SPED students in half General Education and half SPED classes	13%
SPED students in majority SPED classes (pulled out for 4 or more classes)	11%

Individual Transition Plans (ITPs) are created for all students with IEPS. The goal is to prepare students for the transition out of high school. These plans are based on student interests and future goals. Commonly, they include research on colleges and training programs to attend after high school. SPED students join their General Education peers to attend presentations and activities put on by the counseling office. This includes field trips to the local junior college. The SPED department facilitates a presentation from the Cuesta College Disabled Students Programs and Services (DSPS) for students planning on community college. Graduating students are given their most current assessments and IEP for use in future endeavors and applying for services they may qualify for after high school.

Vocational experience is also an important component of these plans. Many vocational preparation activities (vocational assessments, interest surveys, essays exploring career paths, creating resumes, filling out applications) are facilitated in class. Giving students tangible and useful tools for gaining employment. An on-campus community closet (Pirates Plaza) provides a vocational lab for students in the LISDC class. Weekly, students collect donated clothing, provide quality control, and organize and maintain the facility. Pirate's Plaza provides clothing and school supplies for students and families in need. Through on-site projects, these students are provided hands-on work experience opportunities. These have included designing and constructing a class garden and greenhouse, building a paver patio, and installing a storm drain.

The SPED department invites the Department of Rehabilitation to present to juniors and graduating seniors. They provide information on the services offered and how students can apply for their assistance.

MBHS collaborates with the County SELPA Workability Program to provide work experience for students with IEPs. Juniors and seniors who meet qualifying criteria (attendance, discipline, etc.) meet with a county job placement specialist who interviews the students, teaches the basic expectations for the workplace, helps students create a resume, assist filling out applications, and prepares students for job interviews. Based on the student's capabilities, they are placed at a job site. They work a minimum of 50 hours and are paid \$9.00 per hour. Students are responsible for their time cards and gain valuable work experience through this program.

The general education staff is very welcoming to SPED students and is always open to collaboration with SPED staff. At the beginning of the year, teachers are given access to all SPED students' modifications, accommodations, and IEP goals (and updates on changes to IEPs throughout the year). They continue to be an integral part of student's' IEP teams and contribute valuable insight in IEP meetings. During in-service trainings general education staff are updated on changes of district procedures or Special Education Law changes so they are current in their practice. When they need support for particular students there is open communication with SPED staff, fostering solutions that are best for the success of the students in need.

English Language Development

Morro Bay High School currently offers an English Development Class (ELD) to support the English Language Learner population. ELL students also have access to a variety of support classes in Math and a study skills class where they have the ability to work on assignments with teacher assistance or make up credits from previous classes through the APEX program. With the exception of English, all ELL students participate in mainstream classes and are provided additional scaffolding and support to ensure their success. A full time ELL aide, who is fluent in Spanish, works closely with teachers and students to provide help and tutoring throughout the day and modifications where needed.

It is the goal of the English Language Development program for all students to reach a standard level of English proficiency by the end of 10th grade. At this point, most students are mainstreamed into English classes as well, where they are monitored closely by the EL aide and ELD teacher who work closely with the English department to find the right zone of proximal development for emerging language.

Overseeing the English Language Learner program is an administrator who is fluent in Spanish and who is able to run the ELAC and DELAC meetings. By bridging the language barrier, administration is able to connect with parents and family members of their EL population to build trust, promote involvement, and provide advice and assistance. They are always conscious of providing an inclusive environment for their EL students and families and make sure that all their handouts home are translated into Spanish as well as welcome messages on Back to School night and Open house.

Advancement Via Individual Determination (AVID)

In their junior Morro Bay High School enjoys a "Highly Certified" status as an AVID Site. The AVID program at Morro Bay High School has been solidly in place for the last several years. The goal of AVID is to "close the achievement gap by preparing all students for college

readiness and success in a global society.” Morro Bay’s AVID program adheres to the AVID core principles of tutorials, Cornell notes, and academic organization. One of their roles is to help seniors apply to colleges and acquire financial aid. They prepare all grade levels for success by instilling study skills, critical thinking and college awareness.

They currently have two full AVID sections, a 9/10 section and an 11/12. Teachers stay with their groups all four years. The typical AVID student comes from a low socioeconomic background and exhibits high academic potential. Their AVID students are the first in their families to go to college. Tutorials are a cornerstone of AVID. Once a week, students participate in small group study sessions in which they present their Point of Confusion. The rest of the tutorial team is trained to guide the presenter in solving the POC using Socratic questioning. AVID students are all trained in taking Cornell notes, and required to turn in sets of Cornell notes from other classes weekly.

AVID teachers have undergone training at local AVID workshops and an annual state conference. They are in the process of establishing a new site team consisting of their Vice Principal, a counselor, and the AVID elective teachers. Their current goals are to refine their 9th grade recruitment process and create broader awareness of AVID at their site. They work with a District AVID coordinator to assure compliance with AVID Program Essentials and Data Collection.

This year, all students take the Smarter Balanced Assessment Consortium test for English and Math. It is the goal that all students, regardless of their primary language, meet the standard assigned by this test. Therefore, it is important that EL students are presented with the same texts, assignments, projects, and rigor of the mainstream student population. Through individualized scaffolding and modification, they believe that each student has the ability to demonstrate mastery of the English language by the time they graduate from Morro Bay High School.

Attendance Data

Morro Bay High School is on an alternating block schedule. Periods 1, 3, and 5 are held on “White” days and periods 2, 4, and 6 meet on “Blue” days. Tuesday through Friday, each class period is 110 minutes in length, beginning at 8:18am and ending at 2:55pm. On Mondays, class begins at 9:57am and ends at 2:55pm, shortening the length of each period to 80 minutes. The 8:00am-9:00am time slot is used for teacher collaboration time (TCT) in which individuals, departments, grade levels, and/or the entire staff can meet to collaborate. They also offer an extended school day through an early morning 0 period course and an after school 7th period course that meet every day for 55 minutes. Their attendance office staff, campus security monitor, and assistant principals monitor all attendance records. Student attendance is entered electronically into the PowerSchool student information system each period. They utilize School Messenger, an automated phone system, at the close of the school day, to notify parents when their child has missed class.

Once the nature of the absence is determined through a parent phone call, email, or note, their attendance clerk clears the absence. Attendance reports are generated each month and truancy or excessive excused absence notices are mailed to families whose children reach specific levels of absences or cuts. If a family receives a second notice in the mail regarding attendance, the assistant principals will meet with the family and try to problem solve and also share potential disciplinary actions toward the family, including SARB. If a third notice is sent, the school refers the family to SARB to help identify solutions for the student’s poor attendance.

Year	Enrollment	% ADA	% Chronic Absenteeism	% Truancy
2012-13	852	94%	x	33.00%
2013-14	825	95%	x	36.72%
2014-15	867	94%	27.91%	45.33%
2015-16	829	94%	25.93%	35.22%

Attendance at Morro Bay High School has remained fairly consistent over the years. They are beginning to focus on chronic absenteeism. The specific strategies they have taken to try and get all students in class over 90% of the time are to notify families of absences, follow up with students who are chronically absent based on data reports beginning in October, conduct meetings with students and families who are chronically absent, hold SST and IEP meetings when there is an attendance concern, promote student involvement and connectedness on campus, implement Link Crew to help freshmen feel comfortable on campus, and go through the SARB process with families that are not improving.

Suspensions/Expulsions

SLCUSD and Morro Bay High School have made a focused effort in 2015-16 and 2016-17 to review their discipline policies, question the intent of suspensions, and seek alternative means of corrections for students who commit suspendable offenses. Since this concerted effort, suspension rates were immediately cut in half and are on pace to stay at about a 4% suspension rate for 2016-17. The Deputy Director of Student Services has worked with co-administrators throughout the district to come up with a revised, tiered discipline system that focuses on corrective actions versus punitive actions. The document has not yet been approved by their school board, but is in the final stages and will be presented to the board this summer.

In addition to their district-wide push to reducing suspensions, MBHS is focusing on building positive student connections with one another and their staff. They believe the more connections a student has at school, the safer they will feel, resulting in better performance, increased school engagement, and fewer discipline issues.

Year	Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
2012-13	897	96	10.7	9	1.0
2013-14	866	82	9.5	1	0.1
2014-15	920	79	8.6	1	0.1
2015-16	888	37	4.2	1	0.1

Campus and Safety Conditions

Morro Bay High School is a large campus with many facilities. To support their students through athletics and physical education they have two gyms, a large weight training facility, a full-sized track and football field, two practice fields (softball and baseball), two game fields (softball and baseball), a wrestling room, a dance room, an athletic training room, six tennis courts, and three outdoor basketball courts. In the classroom, they are lucky to have LCD projectors in every

room, a teacher computer, and many student computers. Currently, all of their freshman classes are 1 to 1 with devices and the majority of their other grade levels are at least 2 to 1 devices. They have a school farm for their Agriculture Department that currently supports chickens, sheep, and swine.

The buildings on campus are old, but well maintained by the district Buildings and Grounds Department and supported by their day-time custodian and their four night-time custodians. Additionally, they have a technology assistant on campus up to four days a week to support their technological needs and help troubleshoot any problems.

Although their facilities are dated, a recent measure passed by their community (Measure D) is bringing in \$177 million for the school district. Much of this money will be focused on enhancing facilities, technology, and infrastructure at the two comprehensive high schools. In the first year of construction, they have already seen updated tennis courts, a new dance room, a new wrestling room, and a new auto shop. One of the most exciting projects for the entire community is the \$4.7 million swimming pool project. The community has long awaited a swimming pool and this project, set to be completed in August of 2017, will be another way their school and community interact. Beyond the aforementioned projects, the next 5-6 years will be full of the following construction projects: Renovation of all classrooms, bathrooms, and the library, a new student center, expanded cafeteria and kitchen, Industrial Arts complex renovation, a multipurpose room/performance space, a new quad/plaza, a new all-weather track, and locker room renovations. A major component of the construction will be adding fencing, structures, and gates to their campus that will produce a secured campus. They currently have buildings that are secure, but getting on and off campus is fairly simple for students and outsiders alike. Part of the new construction will help ensure only a few entry points to campus, allowing them to better monitor who comes on campus and who leaves campus.

The school practices safety drills three times a year, including lockdown drills, earthquake drills, and fire drills. The school district supports them with a comprehensive safety plan in case of major emergencies such as a nuclear power plant malfunction and/or a tsunami evacuation. In addition to their district supports, they maintain a close relationship with the local police, sheriff, and fire departments. They have a full-time School Resource Officer and a full-time campus supervisor to help ensure the campus is safe and is constantly monitored during the school day.

Staff

Morro Bay High School hires and retains a highly qualified staff of certificated and classified employees to serve the students and community. Currently, there are 80 staff members on campus consisting of 48 teachers, 3 administrators, and 29 classified employees. They have 2 full-time counselors, a school resource officer, a campus supervisor, a full time and a part time library technician, a school psychologist, a speech and language pathologist, and a part time school nurse. Of the 48 teachers on campus, 14 have been working at Morro Bay for over 10 years and over half have been here for 6 years or longer. They are proud that 100% of their teachers are NCLB qualified and have a CLAD certification.

Technology

It has been a priority at Morro Bay High School to increase access to technology and technology usage on campus. In the last two years, wi-fi became available on campus, students gained access to devices on campus at a better than 1:1 ratio (1012 total devices), and staff have

been training to utilize technology in the classroom to enhance learning and communication. There are currently 64 school chromebooks that are checked out to students who do not have access to a device outside of school. As for usage of technology, students create blogs, produce presentations, utilize research resources, expand their learning through Khan Academy, collaborate with one another and experts around the country, and turn in assignments, among other things, on a regular basis utilizing computers on campus. One specific resource staff members at MBHS are utilizing for assignments, collaboration, and communication is Google Classroom. Their data shows that, of the 42 classroom teachers, 85% of them utilize Google Classroom at least once a week. Only two teachers reported never using Google Classroom.

Additionally, the students report regularly using technology in their classes at an extremely high rate.

Counseling and Student Services

The Morro Bay High School Counseling Department offers a wide range of counseling and student services of academic, career, and personal and social development. The counseling department is staffed with two-full time counselors, a college and career specialist, a part-time school psychologist, a full time secretary, and a contracted substance abuse counseling and intervention specialist by a licensed therapist from Drug and Alcohol services, as well as a Family Coastal Resource Center advocate. Students are assigned to counselors alphabetically, by last name. Counselors are readily accessible to students by appointment throughout the school day. The current counselor to student ratio is about 400:1.

This past year the counselors developed a Google website to help inform students and parents regarding services and information related to academic planning. The counselors present in the English department two times a year, fall and spring. In fall, the information delivered is related to career and educational goals towards post graduation. The lessons presented are grade appropriate through Naviance, covering both career and college exploration. Naviance was implemented three years ago and is their main source for delivering academic planning and presenting information towards college readiness. In the fall, the counseling department presented their College Knowledge Night for families and students. The information covered consisted of Admission requirements for UC, CSU and Private schools, Naviance, and navigating through the counseling website. The counseling department also provides college application workshops for the current seniors before school and after school.

In the spring, the counseling department visits students in their English classes and discusses college admissions, testing, and the registration process for the upcoming year. Counselors then meet with every student individually to discuss test data, grades, college and career goals, four-year plan, academic progress, and other issues.

A new program was developed this fall through the counseling department, called, "Voice Through Movement." The program is self referred and, thus far, has been comprised mostly of high achieving students. Voice Through Movement is a six-week program meeting once a week. Students get to express oneself through Art Therapy and relieving stress and anxiety through movement.

The counseling staff meets every other week with their area administrator. The purpose of the meeting is to discuss at-risk students and department needs. In an effort to address their at-risk population, counselors meet with these students every two weeks or once a month. In addition to these meetings, counselors meet with all students who have one or more failing grades at each progress report, including quarter report cards. Discussion with students take

place addressing reasons why they are struggling in class and provide assistance with ways to improve their grades and/or implementing appropriate services and programs best suited towards student success. Morro Bay High believes counselors are a significant piece in the process of student learning and academic achievement.

Staff Development and Professional Development

Staff development centers around their weekly “Teacher Collaboration Time” (TCT) and monthly Staff Meetings. Every Monday teachers have an hour for collaboration in which teachers get together in departments, grade levels, or as a whole staff to work together on planning, curriculum, and growth. The teachers are responsible for utilizing half of the TCT mornings in the best way determined as a teacher group, while the administration is responsible for the other half of the TCT mornings.

In addition to TCT and Staff Meetings, the district offers 3 professional development days before school begins. One of those days is district guided, offering a day of hour-long workshops that teachers can choose from. The other days are site generated professional development and teacher work days. Various days throughout the year are also utilized as department training days. their district frequently organizes English, Math, and Science pull-out days where secondary teachers get to work with other campuses and their district TOSA within those subject areas. The focus of these days are often generating common assessments, developing best practices, and ensuring teachers are up to date on new curriculum and standards. Beyond these somewhat regular opportunities for professional development, all staff are encouraged to seek out professional growth through conferences, trainings, and presentations.

In the 2014-15 school year, MBHS brought in a specialist on Project Based Learning to help train their staff on engaging students through project based lessons and collaboration. In the 2015-16 school year, they expanded upon this training by working directly with High Tech High in San Diego. In the fall, eight MBHS teachers and admin went to San Diego for a 3 day training and observation of the program at High Tech High. This training was followed up with a full day workshop in which two leaders from HTH came to Morro Bay and worked with 18 of their staff members on additional PBL training. This workshop was then followed with another multi-day trip to High Tech High with more Morro Bay High School teachers to participate in a workshop and observe the PBL programs at HTH. The takeaways from the trainings were increasing student engagement through creating authentic assignments, meaningful projects, students centered feedback, and high quality work.

Some recent trainings their staff have participated in include;

- Illuminate and data training
- Project Based Learning
- Collaboration with Cal Poly State University Agriculture program
- CPR and First Aid
- Restorative Justice
- AVID workshops

Extracurricular and Co-curricular Activities

Morro Bay High School’s ASB program consists of two Leadership courses, with a total of over 60 students enrolled and serving as active members of ASB. Leadership classes are student-run and focus on creating a positive and spirited atmosphere for all MBHS students. This

year’s ASB has been spending Wednesday’s at lunch with the Special Day Class students as an opportunity for both ASB students and SDC students to get to know each other. During this time, students play games, challenge each other with riddles, and work on communication skills. Opportunities for all students to get involved include: enrollment in one of the two ASB classes, rallies and assemblies, participating in spirit days/weeks, class competitions, attending lunchtime activities, and attending evening events such as dances, Talent Show, Mock Rock, etc.

LINK Crew was brought to the school this year as a way to get freshman students involved on campus and ease their transition to High School. LINK Crew facilitated a half-day freshman orientation the week before school started, inviting all freshman students to attend. The orientation included ice breaker games and activities, a campus tour, and being introduced to appointed upperclassmen LINK Leaders.

School Clubs

Morro Bay High School has over 25 active clubs on campus. Each club is required to have a credentialed staff advisor, club officers, a club constitution, and hold regular meetings on campus. MBHS students have a variety of clubs to join. Clubs ranging from national organizations such as Key Club and Interact Club, to student-organized clubs such as the Beach Bums Club and Rock Climbing Club. All clubs offer opportunities for students to meet other students, be involved in school activities such as Club Rush and Mock Rock, as well as Leadership Opportunities. Co-Curricular clubs on campus such as FFA, Robotics Club, and Educator’s Rising offer students interested in these educational fields and career pathways to be involved in a club that offers additional learning experiences relating to these subjects.

The full list of current clubs at Morro Bay High School are as follows:

Interact	Asian Pacific	Board Game Club	Educators’ Rising
Key Club	Magic The Gathering	Society of Women	Pinteresting Pirates
Drama/Theatre	Grub Engineers	Environmental	Friday Night Live
Underwater Robotics	Peer Helpers	Rock Climbing	Awareness Club
Surf	Beach Bums	S.A.G.A.	Christian Club
Media	Think Tank	Kingdom Workers	Home Ec Club
Chess	Threads 4 Friends	Outdoor Club	Red Cross Club
Kids For Kids	Latinos United	Science Club	
Fellowship of Christian Athletes			

Drama/Theater

The Morro Bay H.S. Pirate Players (extracurricular) have put on two plays a year for over 30 years with a few exceptions like 2016-17 in which one giant musical is the focus. The productions range from comedies to dramas to musicals, always professionally written. Classics such as A Streetcar Named Desire and Lost in Yonkers are interspersed with newer fare such as Into the Woods or the current production, James and the Giant Peach. All rehearsals and set production work happen after the school day. The productions are open to anyone who auditions and is cast. Casts range from 6 to 20 or more students. Performances are held for three nights after a minimum of 3 months of preparation and rehearsal. Besides the cast building their performance skills, students who help with the production side learn technical skills of building, painting, sewing, running sound and lights, and stage management.*If you haven’t done so already, perhaps ask Brynn to elaborate on Band/Choir extracurricular opportunities and Sherry

re: Drama productions.

Band/Choir

The Band Program at MBHS offers a Jazz Band, Concert Band A (a Wind Ensemble-type group made up of mostly juniors and seniors), and Concert Band B (Symphonic Band made up of mostly Freshmen and Sophomores). Each group performs the most advanced, diverse, high-quality literature possible - creating an opportunity for students to be pushed and improve as young musicians.

Each year, students work with at least one guest composer or artist. Most of these individuals are nationally or internationally renowned in the field of wind band music. Through their visits, students are exposed to a very unique angle on the music performed. Past guests have included Frank Ticheli, Brian Balmages, Daniel Bukvich, Andrew Boysen, Botso Korisheli, Gary Gilroy, Jeff Coffin (Dave Matthews Band), and Lieutenant Colonel Jason K. Fettig from The “President’s Own” Marine Band).

Students perform several concerts a year including two major performances at Cal Poly’s Performing Arts Center as well as community performances, local and regional festivals, and other events.

Athletics

Morro Bay High School has a long history of developing successful student athletes. At a school of only around 800 students, MBHS proudly fields 22 athletic teams each year that are competitive at the local, county, and state levels. Currently, MBHS has 529 students (or about 66%) who have participated in at least one athletic sport this year. Student athletes have gone on to receive scholarships and participate in athletics at four year universities as well as participate in athletics at the community college level. Morro Bay High School athletic teams consistently place at the top of the Los Padres Athletic League and go on to participate in California Interscholastic Federation competitions as part of the Southern Section.

The full list of teams currently at Morro Bay High School are as follows:

Boys Water Polo	Cross Country	Football
Girls Water Polo	Girls Tennis	Girls Golf
Boys Basketball	Boys Soccer	Girls Basketball
Girls Soccer	Girls Water Polo	Wrestling
Baseball	Boys Golf	Boys Tennis
Boys Volleyball	Girls Swimming/ Diving	Boys Swimming/Diving
Girls Softball	Girls Track and Field	Boys Track/Field
Surf Team*	Cheerleading Team*	Dance Team*

*Indicates and a team that is not sanctioned by CIF

Advanced Placement and Honors Classes

Morro Bay High School offers 12 Advanced Placement (AP) courses registered with College Board. Additionally they offer 5 Honors level courses in English, Math, and Science that feed into the AP program.

AP Scores

Year	Grade 10-12 Enrollment	# Students Enrolled AP	# Students Tested	# of 1 Score	# of 2 Score	# of 3 Score	# of 4 Score	# of 5 Score	Pass Rate
2012-13	409 (11&12)	231	108	27	28	57	45	19	66.7%
2013-14	631	221	102	10	36	45	42	34	72.5%
2014-15	636	222	95	26	25	48	44	21	68.9%
2015-16	636	238	108	41	61	70	43	13	x

Student Performance Data

Morro Bay High School will be in the third year of SBAC/CAASPP testing. their testing includes 11th grade students in English Language Arts and Mathematics. Based on the 2015 and 2016 test results, they have spent much of 2017 working with their Math and English Departments to determine how to best support their students in taking the test. The results show that their scores in both subject areas went down from 2015 to 2016. Particular areas of concern are the that only 35% of their students met or exceeded the standards in the math portion of their test and, additionally, their SED, EL, and Hispanic populations tested significantly lower than the general population as a whole.

In order to focus in on improving test scores and ensuring all students are well-prepared for the tests, Math and English Departments have had quarterly meetings with administrators to develop an ongoing plan to continually improve student performance, specifically on the SBAC. Some specific steps the Math and English departments have taken to promote improved performance on the SBAC include familiarizing themselves and students with the testing format by taking multiple interim assessments, collaborating with administration to create a modified testing schedule that focuses on students' needs instead of test efficiency, and creating class and test questions that have similar formats to those on the SBAC. Additionally, the continued focus on using technology throughout campus, writing across all subject areas, adding an algebra support class, and incorporating real world problems will help students be prepared for the SBAC.

CAASPP ELA (All Students)

Location	Year	Group	Students Enrolled (Gr. 11)	Students Tested (Gr. 11)	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
MBHS	14-15	All Students	211	193	2617.0	13%	18%	37%	32%
County	14-15	All Students	2842	2508	2589	21%	24%	35%	21%
State	14-15	All	479423	432825	2591.8	20%	24%	33%	23%

		Students							
MBHS	15-16	All Students	191	179	2605.3	15%	25%	33%	26%
County	15-16	All Students	2783	2579	2589.7	20%	25%	32%	22%
State	15-16	All Students	476352	439660	2599.8	19%	22%	33%	26%

CAASPP ELA (Subgroups)

Location	Year	Group	Students Enrolled (Gr. 11)	Students Tested (Gr. 11)	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
MBHS	14-15	Non-SED	x	120	2626.7	10%	19%	33%	38%
MBHS	15-16	Non-SED	148	140	2616.5	13%	22%	36%	29%
MBHS	14-15	SED	x	73	2601.1	18%	16%	44%	22%
MBHS	15-16	SED	43	39	2564.1	24%	37%	24%	16%
MBHS	14-15	Hispanic	x	45	2600.6	13%	22%	42%	22%
MBHS	15-16	Hispanic	36	34	2565.4	26%	29%	29%	15%
MBHS	14-15	White	x	125	2627.5	11%	16%	37%	36%
MBHS	15-16	White	123	115	2618.4	11%	25%	33%	31%
MBHS	14-15	2+ Races	x	7	x	x	x	x	x
MBHS	15-16	2+ Races	12	11	2582.3	27%	18%	36%	18%
MBHS	14-15	RFEP	20	20	2619.6	0%	35%	40%	25%
MBHS	15-16	RFEP	17	17	2589.9	6%	47%	29%	18%

CAASPP Mathematics (All Students)

Location	Year	Group	Students Enrolled (Gr. 11)	Students Tested (Gr. 11)	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
MBHS	14-15	All Students	211	193	2583.7	32%	27%	32%	9%
County	14-15	All Students	2842	2504	2549.9	48%	24%	19%	8%

State	14-15	All Students	479423	430227	2560.3	45%	25%	18%	11%
MBHS	15-16	All Students	191	178	2564.0	41%	24%	26%	9%
County	15-16	All Students	2783	2565	2565.2	42%	26%	23%	10%
State	15-16	All Students	476321	438518	2567.8	43%	25%	20%	13%

CAASPP Mathematics (Subgroups)

Location	Year	Group	Students Enrolled (Gr. 11)	Students Tested (Gr. 11)	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
MBHS	14-15	Non-SED	x	119	2597.2	27%	20%	41%	12%
MBHS	15-16	Non-SED	148	139	2581.7	34%	26%	29%	10%
MBHS	14-15	SED	x	74	2562.1	41%	36%	18%	5%
MBHS	15-16	SED	43	39	2502.1	64%	18%	13%	5%
MBHS	14-15	Hispanic	x	44	2578.1	34%	39%	23%	5%
MBHS	15-16	Hispanic	36	34	2511.8	61%	24%	9%	6%
MBHS	14-15	White	x	125	2588.7	31%	23%	34%	13%
MBHS	15-16	White	123	114	2577.8	38%	23%	27%	12%
MBHS	14-15	2+ Races	x	7	x	x	x	x	x
MBHS	15-16	2+ Races	12	11	2552.0	45%	18%	27%	9%
MBHS	14-15	RFEP	20	20	2594.0	30%	40%	25%	5%
MBHS	15-16	RFEP	17	17	2543.6	41%	41%	12%	6%

SAT

Year	12th Grade Enrollment	# MBHS Students Tested	MBHS Averages	County Averages	State Averages
2012-13	206	81	541/564/519	536/539/527	492/508/489
2013-14	195	80	551/556/519	539/544/528	492/506/489
2014-15	211	81	544/551/512	538/536/519	489/500/484
2015-16	203	98	573/564	572/555	532/528

ACT

Year	12th Grade Enrollment	# MBHS Students Tested	MBHS Averages	County Averages	State Averages
2012-13	206	61	24 (overall)	24.28	21.87

2013-14	195	56	26/25/25/25	25/24/25/24	22/21/23/21
2014-15	211	53	26/25/25/25	25/24/25/24	22/21/23/21
2015-16	203	51	25/24/24/24	24/23/23/23	22/22/22/22

Graduation Rates

Year	All Students	Special Education	SED	English Learners
2012-13	97% (197/203)	85% (17/20)	97.6% (81/83)	95.2% (20/21)
2013-14	98.4% (187/190)	92.3% (12/13)	97.7% (85/87)	92% (23/25)
2014-15	94.5% (189/200)	93.8% (15/16)	92.5% (99/107)	87.5% (21/24)
2015-16	96.9% (191/197)	89.5% (17/19)	94.8% (91/96)	86.7% (13/15)

UC/CSU Qualification

Year	Female	Male	All Students	%
2012-13	56/103	36/97	82/200	41.0%
2013-14	51/101	45/84	96/185	51.8%
2014-15	34/93	35/107	69/200	34.5%
2015-16	53/95	39/93	92/188	48.9%

Perception Data

Parents, students, and staff perceive their school similarly as shown by their data. Recent survey data shows that computer usage in the classroom has become commonplace at Morro Bay High School. Of their 40 classroom teachers, 35 of them report using Google Classroom at least once a week for assignments, collaboration, and student work. Beyond Google Classroom, computers are used in class for research, writing, math, tutorials, credit recovery, project development, design, and a multitude of other purposes. 80% of students reported that they agreed or strongly agreed with the statement “I regularly use technology in my classroom.” 3% of students disagreed with the statement while 17% were “neutral.” Similarly, when asked about having access to internet and a computer outside of school, 90% of students agreed or strongly agreed while 3% disagreed and 7% were neutral. For the students who do not have access to devices or internet outside of the school, Morro Bay High School allows students to check out a chromebook at the beginning of each semester to take home. They currently have 64 chromebooks checked out to students to use at home. They are still working with local agencies to try and support students who do not have access to internet in the home, but they provide after school hours in the library until 4:00pm and their local libraries are open until 5:00pm most days and 6:00 pm on Tuesdays and Wednesdays.

In addition to ensuring students and teachers are using technology regularly at school, they have worked to build relations with their 9th grade students to help them feel safe at school and enhance their experience at MBHS. Two new steps they have taken as a site are Link Crew and administrator check-ins with their freshmen. Their school district now supports funding for Link Crew, a program that trains upperclassmen to work with incoming freshmen. Link Leaders are trained over the summer to be leaders and then spend a day connecting with 9th graders

before their first day of school. This allows incoming students a chance to meet new people, get familiar with their campus, and have upperclassmen as people they can check in with throughout the year. In addition to Link Crew, it has become a priority for their administrative team to individually meet with every freshman student at some point throughout the year to say hello and ask how the student is doing. Data from this year shows that their 9th grade students feel safe and are having a positive experience in high school. When asked the question, “Do you feel safe at school, 91 out of 93 freshmen answered with “Absolutely (75 students)” or “For the most part (16 students).” Additionally 84% of freshmen said they have an adult on campus they feel comfortable going to if there is a problem and 85 out of 93 freshmen answered that their experience at MBHS has been “Great (46 students)” or “Good (39 students)” so far (see full survey results in the appendices).

Another area where students reported positive data are with the amount of opportunities they have to get involved on campus. When they surveyed students from all grade levels, they found that between sports, clubs, music, and other school activities, 84% of students agreed or strongly agreed that there were many opportunities to get involved at school.

Some of the data that has come back to them from students that they would like to address is the perception students have in how well MBHS is preparing students for life after high school. While the majority of students surveyed responded that they either “strongly agree” or “agree” that MBHS is preparing them for college or career, a large number of students responded either “disagree” or “strongly disagree” to this question. It is important that all students feel confident to take on the world they will encounter after graduation and it is a priority of the staff and administration at the school to instill confidence in their graduating classes in the years to come. Additionally, information from their freshmen suggests that they can do a better job engaging students in the classroom.

Parents who participated in the survey reported that they feel that Morro Bay High school is a safe and productive learning environment. Over 90% of parents surveyed answered that they either agree or strongly agree that MBHS is a safe place for their child and over 80% felt welcome at the school. A large majority of parents (over 80%) also replied that they were proud that their student attended MBHS and most stated that their child felt connected at the school (70%).

Some of the data from parents that they would like to address is the percentage of parents who were satisfied with the extracurriculars at the school. While over 70% of parents surveyed either “Strongly agree” or “Agree” that they were satisfied with extracurricular activities at MBHS, this number could still be higher to ensure that all students have the opportunity to participate in something outside of school where they feel welcome and challenged in a non-academic setting.

Additionally, concerns from their parent groups were centered around the number of students who may be using marijuana and the poor conditions of their school facilities.

Chapter II: Progress Report (2 pages)

Critical Areas of follow-up as determined in the previous report:

1. Expand and increase support and timely interventions for at-risk and identify sub-groups
2. Regular articulation and cross-curricular collaboration with feeder school

3. Expand and implement integrated services that include parent education for EL students
4. MBHS needs to expand its professional development to include differentiated instruction and active student participation

Since the last WASC review in 2011 and their three year progress report in 2014, Morro Bay High School has had plenty of new and exciting developments. First, the administrative team is new to the high school as of 2014. Morro Bay High School hired the principal from their feeder middle school, Los Osos Middle School, with the desire to connect the two schools and bring over elements of Los Osos Middle School's newly implemented STEAM program. Additionally in 2014, the previous dean was promoted to assistant principal, and the school hired a second assistant principal in 2015, officially removing the position of dean. Having two assistant principals allows for increased relationships between administration and staff, and administration and students. Since 2014, there has been an increased focus in utilizing technology on campus, creating a culture of student engagement in the classroom, and student involvement in school extracurricular activities.

Having a principal that came from the feeder middle school has helped with articulation and collaboration from high school to middle school. The Principal has continued the technology focus from the middle school into Morro Bay High School. When he began as the principal at Los Osos Middle School, they began a 1:1 device program with their 6th grade students. This program grew to 7th and 8th grade over the following two years. Now that the original 6th graders in the 1:1 program are 9th graders, MBHS has been preparing for this group by adding technology and devices to camps, training teachers on technology use, and how to incorporate technology into the classroom.

Beyond the natural connection their principal has with the middle school, they have sought out connection with the families of middle schoolers by including them in their weekly newsletter called the Friday Update, providing registration and parent information nights with their counselors, inviting middle school families to Open House in the spring, holding a "Teen Student Panel" night at the middle school, and creating Link Crew to connect with incoming 9th grade students before they come to the high school.

They continue to try and best support all students at MBHS through programs, resources, and parent and community involvement. One such group that they continue to try and connect with is their EL families. One of the assistant principals at MBHS spent two years in South America and is fluent in Spanish. This assistant principal has spent much time reaching out to Spanish speaking families, connecting through ELAC, DELAC, and site organized activities revolving around connecting with their Spanish speaking families. Additionally, they have EL classes for their students and a full time EL aide to help work with students and connect with families. As a school district, they have a full time family resource advocate who works closely with their school and their Spanish speaking families to ensure parent engagement and help families with any additional resources they may need.

They have continued to address and expand their professional development opportunities at MBHS. Every Monday is a late start school day for students so staff can meet for "Teacher Collaboration Time." their TCT is used in departments, grade levels, or entire staff meetings to collaborate and grow as a staff.

Beyond TCT their district offers 3 professional development days before school begins, to enhance growth of their staff. One of those days is a district guided day full of hour-long

workshops that teachers can choose from. Many of the workshops are centered around student engagement, differentiated instruction, and connecting with kids. The other PD days are site generated professional development and teacher work days. Various days throughout the year are also utilized as department training days. Their district frequently organizes English, Math, and Science pull-out days where secondary teachers get to work with other campuses and their district TOSA within those subject areas. The focus of these days are often generating common assessments, developing best practices, and ensuring teachers are up to date on new curriculum and standards. Beyond these somewhat regular opportunities for professional development, all staff are encouraged to seek out professional growth through conferences, trainings, and presentations.

In the 2014-15 school year, MBHS brought in a specialist on Project Based Learning to help train their staff on engaging students through project based lessons and collaboration. In the 2015-16 school year, they expanded upon this training by working directly with High Tech High in San Diego. In the fall, eight MBHS teachers and admin went to San Diego for a 3 day training and observation of the program at High Tech High. This training was followed up with a full day workshop in which two leaders from HTH came to Morro Bay and worked with 18 of their staff members on additional PBL training. This workshop was then followed with another multi-day trip to High Tech High with more Morro Bay High School teachers to participate in a workshop and observe the PBL programs at HTH. The takeaways from the trainings were increasing student engagement through creating authentic assignments, meaningful projects, student centered feedback, and high quality work.

Along with some internal changes, there are major developments externally that are positively impacting their campus. Their school district has helped fund an influx of technology and devices on campus. In the summer of 2015, MBHS had wifi infrastructure placed throughout campus and has seen an increase of 400 computers, mostly chromebooks, over the course of the last two years. MBHS is now at the point where all freshmen have access to 1 to 1 devices in the classroom and the majority of other grade level students are accessing computers in the classroom at a 1:1 ratio.

Recently, the biggest support to their school has come through their community. The communities of Morro Bay, Los Osos, and San Luis Obispo, voted to pass Measure D, generating \$177 million in revenue for their district schools for facility improvements. The bulk of the funding is being directed at the two comprehensive high schools in their district, including Morro Bay High School. Construction began in the spring of 2016 and there has already been the construction of new tennis courts, a new wrestling room, a new dance room, and a new auto shop. One of the major projects, the new swimming pool facility, is set to be completed in the summer of 2017. Along with these updates, MBHS is going to get a new student center and admin building, updated classrooms across the campus, a new multimedia room, a new performing arts center, a new cafeteria, and beautification and landscaping around the campus.

Another major source of funding that they have been benefactors of is the **SLOPE grant**. This grant provides millions of dollars to schools in their county to support CTE programs and pathways. Through the support of this grant, they have been able to work with their county representatives to create clear pathways for their students to pursue career technical education. They are currently developing two-year year pathways in 1) Agriculture and Natural Resources 2) Arts, Media, and Entertainment 3) Education, Child Development, and Family Services 4) Health Science and Medical Technology 5) Information and Communication Technology 6) Transportation.

Lastly, with the passing of California Proposition 51, they will be applying for additional grants to improve their school farm. their Agriculture teacher has been working with students at Cal Poly to design a new, sustainable farm in the location of their currently worn down farm. The hope is to use a combination of district funds and Prop 51 funds to get their farm fully functioning and develop a world class agriculture program.

While all of these new sources of revenue have come in to support their school and facilities, we've also been dealt a major blow to the future financial abundance in their district. they are currently a Basic Aid District, receiving the majority of funds on local tax revenue. The major source of this funding is tax revenue from Diablo Nuclear Power Plant. In the coming years, they will be faced with new challenges due to the closure of the Diablo Nuclear Power Plant. It is estimated that their district will be losing approximately \$8 million in funding annually, beginning in 2024 when the plant is officially closed. While they will maintain their funding over the next several years, their district and schools will be tasked with thoroughly evaluating all of their programs and resources to ensure they maintain the high level of academics and numerous extra-curricular activities offered, on a reduced budget.

Chapter III: Self-Study Process (1–2 pages)

Schoolwide Learner Outcomes

1. Critical Thinkers

All students will think critically: analyzing, interpreting, and evaluating information; applying logical and effective decision-making processes; and applying acquired skills and knowledge to define, investigate, and solve problems.

Measurable Indicators: All students will...

- Meet all graduation requirements
- Engage in project based learning
- Critique their own work and their peers' work to ensure high quality
- Complete a college savings and expenditures project in math

2. Effective Communicators

All students will read, write, and speak reflectively and critically; will analyze, interpret, and evaluate information effectively.

Measurable Indicators: All students will...

- Complete Document Based Questions, analyzing a primary source and writing in a critical manner
- Participate in performances, competitions, and/or presentations
- Provide feedback to staff on how to continually improve their school
- Work in groups and with peers on a daily basis

3. Responsible Citizens

All students will be ethical, contributing members of society who demonstrate accountability and responsibility.

Measurable Indicators: All students will...

- Develop post-secondary goals and an Education/Career Plan

- Complete curriculum focused on ethics, civics, leadership, and personal finance
- Interact positively with others of diverse needs, beliefs, values, and cultures
- Be engaged in community projects and lessons

4. Technology Users

All students will be effective users of technology.

Measurable Indicators: All students will....

- Have access to relevant technology throughout their time at Morro Bay
- Be led by teachers who are provided PD and training for new and innovative technology and how it can be used to increase student engagement
- Utilize Google Suite to obtain information, organize work, and communicate with peers and teachers
- Identify relevant and valid sources of information on the internet.

Morro Bay High School currently serves approximately 800 students on California's Central Coast. Their students mostly come from the communities of Los Osos, Morro Bay, and Cayucos. After compiling and reviewing their data, there were a few things that jumped out at us:

1. There is stability at Morro Bay High School.
2. There has been a large increase in technology access and usage at MBHS.
3. Students at Morro Bay High School are connected and involved on campus.
4. "College and Career Readiness" should be a focus.
5. CAASPP scores are lower than desired, especially with their SED, Hispanic, and EL populations.

First, MBHS is experiencing stability on campus. Some indicators of stability are the sustaining student enrollment, the longevity of their staff, and the consistent student attendance on campus.

Their student enrollment has remained between 800 and 875 students for the last several years and they see enrollment patterns maintaining or growing in the next few years based on their current feeder middle school enrollment.

Along with their stable student enrollment, they have staff members who stay at MBHS once they are hired. Morro Bay High School hires and retains a highly qualified staff of certificated and classified employees to serve the students and community. Currently, there are 80 staff members on campus consisting of 48 teachers, 3 administrators, and 29 classified employees. They have 2 full-time counselors, a school resource officer, a campus supervisor, a full time and a part time library technician, a school psychologist, a speech and language pathologist, and a part time school nurse. Of the 48 teachers on campus, 14 have been working at Morro Bay for over 10 years and over half have been here for 6 years or longer. They are proud that 100% of their teachers are NCLB qualified and have a CLAD certification.

Lastly, the student attendance data shows that kids are coming to school regularly. Over the last several years, students show up to school approximately 94% of the time as a

whole. This is encouraging data considering students don't all live within close proximity to campus. Many students must get rides to campus from family members, friends, buses, or public transportation.

The second data piece that stuck out to them is the increase in technology access and usage over the last couple of years. Before the 2015-16 school year, Morro Bay High School had wired internet access to a teacher computer in each classroom, a computer lab in the library, and internet access in the computer class, two model classrooms, and digital photo class. Now, less than two years later, there is campus-wide wifi. In addition to the wireless connectivity, there has been an increase in the number of devices on campus over 5-fold. There are now over 1000 devices on campus for student use, consisting of chromebooks, laptops, desktops, and ipads. Not only are devices accessible at school for students, but approximately 95% of students and parents report having access to internet and computers at home. Additionally, they currently have 64 chromebooks checked out to students who do not have access to a computer at home.

Beyond making computers and internet accessible across their campus, the data provides evidence that technology is being utilized regularly in the classroom. Students create blogs, produce presentations, utilize research resources, expand their learning through Khan Academy, collaborate with one another and experts around the country via skype, and turn in assignments, among other things, on a regular basis utilizing computers on campus. One specific resource staff members at MBHS are utilizing for assignments, collaboration, and communication is Google Classroom. Their data shows that, of their 42 classroom teachers, 85% of them utilize Google Classroom at least once a week. Only two teachers reported never using Google Classroom. Additionally, 84% of students report that they "use technology regularly in the classroom."

The third area of data that stands out is the level of student connectedness on campus. Between the programs and activities on campus, the regular adult-student connections that are intentionally sought out by counselors and administrators, and what their students and parents are saying, there is a high level of opportunity for kids to get involved, the majority of whom are taking advantage of the opportunities.

The various programs at MBHS account for a huge amount of student involvement on campus. This school year they saw an increase from just under 40 students in ASB class to over 60 students wanting to be involved. Because of this, another section of ASB was added to their course schedule. This means they have over 60 students involved in planning school activities, getting leadership training, and being the face of their student body. In addition to the growth in ASB, there are over 525 students involved in at least one sport. This is over $\frac{2}{3}$ of their student population. Their music programs also provide a large point of connection, giving over 100 students a place to belong on campus. This school year also marked the beginning of the Link Crew program. This program brought in over 50 upperclassmen as Link Leaders, connecting them with over 60 9th graders during the summer, and linking them with the remaining 150 9th graders during the school year. Beyond these forums for students to get involved, Morro Bay High School has 25 student created clubs, offers a student government and student council, drama class, yearbook, and a library that welcomes groups of students before school, after school, and during lunch.

Besides the various programs on campus, the school counselors and administrators seek to meet with students one on one throughout the year. Administrators began meeting with each freshman student individually and have seen positive relationships form from those

meetings. And although counselors have a 1:400 ratio between themselves and students, they make a concerted effort to meet with each student at least once a semester to check in and make sure students are on track and connected.

The last source of evidence that supports student involvement on campus is through survey data. In the student survey, 84% of kids said they have many opportunities to get involved in activities outside of class. Additionally, less than 10% of parents feel that their child is not connected at MBHS.

Some areas of data that stood out as things to focus on include students being “college and career ready” and test scores as a whole, and within some specific subgroups.

After reviewing student survey data, it was apparent that the kids at Morro Bay High School feel they are doing well in some areas, but they are indifferent about how well they are being prepared for college and careers after school. In a survey taken by approximately half of their students representing all grade levels, just over half the students agreed that they are being well prepared for college or a career after high school. Of the other half of the students, 120 students were “neutral,” 55 students “disagreed,” and about 15 “strongly disagreed.” This student input along with their low UC/CSU eligibility rates (approximately 33%), and the new CTE pathways that are being added to their school, shows that they should focus on college and career readiness with their students.

The major piece of data that stuck out to us revolving around student performance is their scores from the CAASPP. Morro Bay High School will be in the third year of SBAC/CAASPP testing this year. their testing includes 11th grade students in English Language Arts and Mathematics. Based on their 2015 and 2016 test results, they have spent much of 2017 working with their Math and English Departments to determine how to best support their students in taking the test. The results show that their scores in both subject areas went down significantly from 2015 to 2016. Particular areas of concern are the that only 35% of their students met or exceeded the standards in the math portion of their test and, additionally, their SED, EL, and Hispanic populations tested significantly lower than the general population as a whole.

In order to focus in on improving test scores and ensuring all students are well-prepared for the tests, Math and English Departments have had quarterly meetings with administrators to develop an ongoing plan to continually improve student performance, specifically on the SBAC. Some specific steps the Math and English departments have taken to promote improved performance on the SBAC include familiarizing themselves and students with the testing format by taking multiple interim assessments, collaborating with administration to create a modified testing schedule that focuses on students’ needs instead of test efficiency, and creating class and test questions that have similar formats to those on the SBAC. Additionally, the continued focus on using technology throughout campus, writing across all subject areas, adding an algebra support class, and incorporating real world problems will help students be prepared for the SBAC.

Through the process of reviewing their data, focus groups were asked to reflect on student performance, demographic, and perception data while considering to what extent MBHS addresses the prompts and indicators in Chapter 4 of the Self Study. Through examination of the data and collaboration of focus teams, they have identified the following critical learner needs:

Improve test scores in ELA and Math

- Schoolwide Learner Outcome: 1-Critical Thinkers, 4-Technology Users

Close Achievement Gaps (SED, Hispanic population, EL)

- Schoolwide Learner Outcome: 1-Critical Thinkers, 4-Technology Users

Prepare students for College/Career Readiness

- Schoolwide Learner Outcome: 1-Critical Thinkers, 2-Effective Communicators, 3-Responsible Citizens, 4-Technology Users

Chapter IV: Quality of the School’s Program

Part A: What Currently Exists (10–20 pages)

Based on the school’s self-study and visiting committee findings, for each criterion in the following categories:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

- Summarize an analysis of what currently exists and its impact on student learning
- Highlight the areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Morro Bay High School has a coherent and comprehensive vision that strives to teach all students how to be Effective Communicators, Critical Thinkers, Responsible Citizens, and Technology Users. These learning outcomes underlie the activities in and out of the classroom and are supported by student voice, community, and the overall vision of San Luis Coastal Unified School District.

Morro Bay High School’s Student Learning Outcomes (SLOs) were developed in 2004 after examining the California State Frameworks, State Standards, and Second to None. In 2010, the SLO’s were revised by staff, adding the focus of “Technology Users” to prepare students for a new world of digital literacy.

Focusing on the idea that ALL students who graduate from Morro Bay High school will be career and college ready is what drives the teachers, administration, and staff everyday. Recently, this focus has also caused the entire school to rethink what it means to be *Career and*

College Ready in the 21st century. Current trends and philosophies of education, including a change to the method of calculating API scores, have resulted in a push to develop and have a deeper understanding of 21st century skills. Students finding success through many different paths, means a changing school that prepares students for variety of degrees, jobs, and opportunities. These ideas are reflected in the Mission Statement which outlines the environment they strive to create in order to teach students how to make “sound choices” along whatever path they choose to pursue.

Additionally, recent district LCAP focus areas of STEAM and increased technology use relate directly to the school's SLOs of critical thinking and technology use. Teachers are creating projects and assignments that focus on problem solving, group dynamics, and communication. Students have increased access to multiple forms of technology, including campus-wide wifi, Chromebooks, laptops, and ipads.

MBHS SLO's and Mission Statement are supported by the governing board and district administration through funding and the adoption of district policies that encourage a multitude of opportunities both inside and outside the school setting. The school has built a strong relationship of communication with the students, parents, and surrounding community. The school's mission statement and SLOs are printed each year in the Student/Parent Handbook and on the school website for students, parents, and the public.

MBHS continually checks in with students, parents, and the community to ensure that the overall goals and vision of the High School is consistent with the goals and vision of the staff and administration. In the past few years they have asked student volunteers to be a part of a *Student Panel* in which students have a conversation about the school and their classes. Teachers and administration listen to these conversations to connect with the students and communicate a message that is consistent with their intentions. Parents are sent surveys throughout the year, and attend presentations, such as LCAP, to confirm that Morro Bay High school aligns with the communities values and goals.

As a district, SLCUSD received validation from the community with the passing of Measure D in 2014 which allocated over 60 million dollars of taxpayer money to be used to improve the area's schools.

A2. Governance Criterion

Morro Bay High School is one of two comprehensive high schools in San Luis Coastal Unified School District (SLCUSD). The district is governed by a seven member board who work closely with administrators and teachers to ensure that the mission statement and SLOs are consistent with the district strategic plan. The Superintendent, Assistant Superintendent, and Director of Curriculum visit on site frequently to meet with teachers and administrators as well as visit classrooms to review progress and provide resources for successful implementation of a comprehensive vision.

SLCUSD and the governing board has Board Policy and Administrative Regulations which establish clear standards of excellence for student performance. The policy guides Morro Bay High School's instructional programs and is used to enhance curricular and co-curricular enrichment programs, student support programs, and support services. The governing board holds regular meetings, which include a report from a student representative at MBHS, to ensure clarity of policy and procedure.

The principal, guided by the MBHS Mission Statement, SLOs and board governance,

provides assistance and resources needed to help all teachers support student learning and achievement. Department heads meet regularly to collaborate with teachers from all disciplines. Each department is responsible for creating a rigorous curriculum that is standards based and relevant in the 21st century. Department chairs and the principal collaborate on policies and expectations as well as curriculum and instructional issues during monthly department chair meetings.

The Strategic Plan is created yearly and is based on performance data and input from all shareholders. The process allows the board to support the site mission and vision and to align all schools within the district.

District wide, teachers, administrators, and staff use Illuminate online software to monitor student performance on standardized tests and benchmark tests.

Morro Bay High School is also an integrated part of the community that surrounds it. Parents and community members are invited to take part in almost every aspect of decision making at the high school. The School Site Council, which meets three times a years and helps to determine school policy and changes, has permanent positions for parents. Parents and community members are also represented on the CTE council, AG board, and Morro Bay planning committee.

Currently, the Science department and district Science TOSA are working on reviewing and implementing the Next Generation Science Standards (NGSS) and debating the ways in which science should be taught at the high school. The English department also recently approved a new textbook, and utilized the feedback of parents and community prior to approval. Additionally, due to a recent bond passed for the enhancement of the high school, parents and community members have become a ubiquitous presence at the school and are involved in every aspect of planning and development regarding the future of MBHS.

The teachers and administration at MBHS work hard to create transparency and communication with the community. The weekly Friday newsletter shares upcoming events, announcements, celebrations, and changes at the high school. Monthly ELAC and DELAC meetings, conducted by a bilingual administrator, serve to inform the English Language learning community of events happening at the high school and how parents can best serve the needs of their students. Family advocates for the English Language Learner (ELL) community help to provide resources for families going through transition into the community. The meetings offer free dinner and day care to promote attendance. A yearly Cinco De Mayo celebration also encourages those outside of the ELL population to take an active role in helping English language learners become an integrated part of the school population.

More than anything, however, is the openness and responsiveness of teachers and administrators. Most teachers on campus has an open door policy and is available to meet with students, parents, and community before, during, and after school. Teachers are quick to respond to emails and phone calls and always take the time to ensure each student is receiving an individualized and relevant educational experience.

Community members were essential in creating a safer environment for students to get to school. Due to community support and feedback, new crosswalks and pathways were put in place for students to use for biking, walking, and skateboarding.

There are also multiple parent programs that support the school and provide an essential backbone to athletics and extracurricular activities. Aside from a parent program behind each and every athletic team, the Athletic Boosters raise thousands of dollars each year to provide necessary equipment for MBHS teams. The Blue and White Booster also raise thousands each

year for projects and assignments in the classroom. Aggie Backers, Music Boosters, and ASB round out a collective of parent and community support at the school.

MBHS also has a long standing relationship with local colleges: Cuesta College and Cal Poly. Cal Poly tutors are often on campus helping out in classes and in the Learning Center. Partnerships between Cal Poly professors and teachers are a mainstay on campus. Currently, these collaborations can be seen in the Engineering classes and the Agricultural classes, as Cal Poly professors and students are working with MBHS to develop a school farm. Additionally, Morro Bay High School is proud of a strong AVID program that encourages first generation students to attend college and pursue additional educational interests after high school.

However, probably the most important members of the community in Morro Bay are the ones who are most affected by the school: the students. MBHS has made a concentrated effort to include more of the student voice in planning and decision making on campus. Students have a seat at multiple councils, including school board meetings, school site council, Measure D council, and a recently revived student council. Interview of students by administrators led to Link Crew, a student run program promoting social interaction for incoming freshmen. Student panels, where students can voice concerns and observations of the classroom, help teachers implement new procedures and curricular changes that lead to more engagement and motivation. Students have an active role in choosing new books in the library and are invited to attend Management Team meetings when applicable. Recently, students helped provide input and feedback as teachers and administrators drafted a new proposed bell schedule.

Ultimately, MBHS is a place where everyone, students, teachers, parents, and the community, have a voice and vested interest in the school's success.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Based on student achievement data the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Morro Bay High School collects and reviews a wide variety of student achievement data as well as feedback from the staff, students, parents, and community members to make decisions and initiate activities that help students achieve the schoolwide learner outcomes.

Recent scores on the Smarter Balanced Assessment Consortium (SBAC) revealed achievement gaps and drops in English Language Arts and Math. As a result, both the Math Department and English departments meet frequently with administration to determine the best course of action for closing the gaps and increasing student proficiency in these areas. The Math department is working to restructure their curriculum to allow more time for fundamental concepts that can be difficult and overwhelming for 9th and 10th grade students. The restructured curriculum will ensure that students learn these fundamental concepts and are not merely “pushed forward toward more difficult concepts without first obtaining a strong base.

The English department is working to create vertical and horizontal alignment based on the Common Core standards. Teachers in the department worked together to create a standards map that ensures mastery of all skills as students move through their English classes at Morro Bay High School. Teachers are also collaborating on new ideas, philosophies, and methodologies to engage students and make the material more relevant to 21st century skills. While these ideas were promoted and supported by the administration, teachers were given free reign to determine the best path forward with their departments.

The Physical Education department uses the annual results from the State Physical Fitness test to help plan curriculum for the following year. The test is given to all 9th grade students and measures aerobic capacity, abdominal strength, upper body strength, body composition, trunk extensor strength, and flexibility. Student performance on these tests helps the P.E. department plan activities that work to the overall strengths of the students and help improve identified weaknesses.

All students designated English Language Learners take the California English Language Development Test (CELDT) each year in October. The results of this test are distributed to the staff to help teachers plan lessons, create projects, and design assessments that match the various language levels of the EL population. Teachers are provided assistance in designing lessons from the designated ELD teacher and EL aide.

For the past three years the Science department has been working with the new NGSS science standards and is piloting the new tests this year by having students take the California Science Test (CAST). Results from this test will help the department determine how best to teach the NGSS standards and effectively plan future curriculum.

Each year, the school’s Single Plan for Student Achievement is reviewed and updated based on data from test scores, surveys, and feedback from parents and the community. The school site Council, ELAC, and staff discuss the progress on the SPSA in the context of school wide data. Revisions are made throughout the School Site Council which approves revisions and updates and allocates categorical funding. The SPSA is presented to and approved by the Board annually.

The counseling department holds regular meetings with students who are identified as at-risk or not graduating or failing classes. Counselors meet with these students either weekly, every two weeks, or once a month as needed. Counselors set up SST meetings for students who may need additional assistance. 504 and IEP plans are reviewed annually. Through the use of Illuminate and Powerschool, staff and parents have access to student performance and attendance data. This year, administration also worked with teachers to identify low performing students in each class and create a list of various strategies that the teachers could use to help those students become more successful in their classes.

Additionally, each department uses various forms of Common Assessments within the department to determine strengths and areas of growth. The English department administers 3

benchmark tests during the school year. Each test focuses on a different form of writing from argument to narrative and expository. The Social Science Department uses Document Based Questions to evaluate the student's ability to understand and analyze primary source information. Foreign language also has common assessments for Spanish and French to determine the pace and scope of the language curriculum.

In addition to test scores, administration and staff also look closely at data obtained from the [Healthy Kids Survey](#). The anonymous survey is given to students and asks questions about the school's environment and culture. During staff meetings and Teacher Collaboration Time, the data is analyzed at the beginning of the year to determine strengths and areas of improvement.

Finally, a great strength of Morro Bay High School is the freedom teachers have to create programs within their department and school wide to help students who might need additional assistance. There are many examples of teachers going beyond the school day to provide students with additional help and resources for success. Night labs in Science and Social Science, study nights during the week of finals, and essay tutoring during lunch are all ways that the staff at Morro Bay High School work to ensure students have every opportunity to learn the necessary skills for an ever changing environment.

A4. Staff: Qualified and Professional Development Criterion

The staff and administration at Morro Bay High School are highly qualified and also dedicated to continuously improving and growing in their field to become more effective at teaching students the academic standards and SLO's. Administration provides ample opportunities for professional development and the staff seeks out new ideas and opportunities to make content relevant, rigorous, and achievable.

Every teacher at Morro Bay High School is on an evaluation track. Teachers are observed by administrators throughout the year and provided with formative, summative, and "check-in" observations. Teachers meet with administrators to discuss feedback based on observations according to a specific rubric. Through the online program [TeachBoost](#), administrators and teachers can also communicate and discuss observations and feedback.

Throughout the year, data is analyzed to determine what new programs, resources, or interventions are needed to better help students achieve the academic standards and school wide learning results. Software programs such as [Rosetta Stone](#) for English Language Learners, [CPM](#) for Math, and [APEX](#) for credit recovery have been added to assist students in learning content more effectively. Teachers using these programs are provided extensive training through training sessions and webinars.

Teachers also have training opportunities at the beginning of the school year and throughout each semester. At the beginning of the year, all teachers attend a "Workshop Day" where teachers are able to choose from a variety of short classes that are designed to help use technology and programs that are available to them as well as introduce new ideas, programs, and philosophies to explore throughout the year. Classes range from basic understanding of Google Suite to more complex classes on creating Screencasts and or creating websites. Classes for programs that are used throughout the district, such as [Illuminate](#) for student data or Powerschool for attendance, are also offered to help new teachers become acquainted with district software and programs. Additionally, every year there are "Techie Teacher Bootcamps" where opportunities are provided for staff to learn more on the latest education technology to be

used in the classroom.

Throughout the year, teachers will often be found off campus at a variety of workshops, conferences, and trainings. From CTE to PBL, teachers are offered to attend events in their field as well as encouraged to find events to assist in interdisciplinary collaboration. Last year, a group of 12 teachers attended a conference in San Diego to learn new techniques for encouraging student engagement around project based learning. These teachers became ambassadors for the school, helping other teachers design lessons around quality projects that motivated and inspired student learning.

Finally, data is consistently analyzed to determine how well their students are learning standards and skills as they are relevant to the 21st century world they will encounter after graduation. Based on the changing skills needed in the contemporary job world, the English department added the Expository Reading and Writing class by training a new teacher to help student learning skills related to composition, analysis, and argumentation. The science department recently adopted the NGSS science standards and is working toward full implementation.

A5. Resources Criterion

Each department at Morro Bay High School has access to its own budget and the authority to order supplies, materials, and resources that the teachers feel will best support student learning. At the end of every year, departments perform an inventory of supplies, and textbooks, literature, and consumables are ordered based on the needs of the student population in the next year.

Administration at Morro Bay High School works hard to find funds to buy additional supplies and materials that teachers deem necessary for instruction, projects, and assignments. Many teachers on campus have embraced a project based learning style and have had the support from admin to take student work to the next level with funding to create books, art installations, and science projects. In the past two years teachers have been provided funding to assist students to, among other things, create a working farm and chicken coop, publish their books, make charcoal, build hot air balloons, use a multi camera for editing, and are learning how to use 3D printers and drones for upcoming projects.

Administration also sets aside funds every year to ensure professional development for staff by sending teachers to conferences, workshops, and trainings as needed. Teachers of Advanced Placement classes are sent to the AP Institute trainings prior to teaching their first class and extensive training is provided for any new program or software that is introduced in the classroom such as Rosetta Stone in the English Language Development class or CPM in the math classes. Teachers are also provided the opportunity to attend conferences that focus on the contemporary teaching philosophy and changes to an educational system as it adapts to the needs of the 21st century world. Last year, teachers were sent down to High Tech High to learn from and experience a Project Based Learning environment where students are taught standards by becoming immersed in quality based projects and activities. Teachers are provided multiple work days throughout the year to collaborate and plan without the students and are also offered pull out days for subject specific development in core classes.

Perhaps the strongest resource on campus, however, is the ingenuity and creativity of the teachers and staff to find and take advantage of what is available to them online and in the community. In an age of information, most teachers are turning away from textbooks to online

resources which can provide the most up to date information available. Teachers are continually provided recommendations of downloads, websites, and online programs that can supplement textbooks, literature, and consumables.

Currently, Morro Bay High School is experiencing a time of major transition that will affect the way the school uses resources in the future. On the positive end, MBHS is the recipient of funds from Measure D which passed in January of 2014 and is providing much needed renovations, repairs, updates, and new buildings for an aging campus. On the negative side, San Luis Coastal Unified School district, of which Morro Bay High School is a part, is trying to find ways to offset 10% of district funding currently provided by Diablo Canyon Nuclear Power Plant which announced in October of 2016 that it will be shutting down. These changes will have a drastic impact on the classes, programs, and resources at Morro Bay High School.

This unique juxtaposition of funding has created an interesting conversation at Morro Bay High School around changes that can be made to the campus, curriculum, and schedule that are both beneficial to student learning and sustainable over a long period of time. Administration and staff are planning for the future of the school by streamlining existing programs and provide new opportunities for the students that are meaningful and relevant to the 21st century.

Funds from Measure D are already being put to use. A new pool is close to completion and renovations have already been done to existing facilities such as the tennis courts, dance room, and wrestling room. Additional buildings, and renovations are fast approaching that will bring the physical environment of Morro Bay High School's campus in line with the most up to date technology and pedagogy.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary (including comments about the critical learner needs)

Morro Bay High School has a clear mission statement and direction from the school board and superintendent that guides the administration and teachers to create a meaningful and relevant curriculum for all students. MBHS is committed to providing all teachers with the resources, professional development, and training needed to close achievement gaps, increase test scores, and help students become college/career ready by the end of their senior year. Stakeholders, including parents, community members, and students, have an active role in the creation of programs, curriculum, and activities at the school. It is imperative that Morro Bay High School continues to use the various forms of collected data to inform instruction and create a schoolwide systematic and comprehensive approach to school data.

Areas of Strength

1. Morro Bay High School staff and administration provide relevant curriculum that is consistent with current educational trends and teaches the skills needed to be successful in the 21st century world including a-g courses as well as relevant CTE courses.
2. Morro Bay High School has a strong connection to the community it serves and incorporates parent, student, and community member input and feedback in decisions that affect the curriculum, environment, and culture of the school.
3. Morro Bay High School provides professional development organically through teacher demand. The high school sends teachers to workshops, conferences, and relevant trainings throughout the year. Teachers are also provided funds and supplies needed to pursue projects and activities that engage students and enhance the overall learning experience.
4. District leadership recognizes the individual needs of Morro Bay High School and modifies the LCAP to serve the best interest of the school in the coming year.

Areas of Growth

1. Continue to create action plans based on yearly test scores, student data, and the LCAP. This action plan should be implemented over a multi-year period with long and short term goals, clear actions to take on how to achieve those goals along with a clear criteria on knowing when the goals have been reached.
2. Taking the data collected from various sources and using that data to implement and sustain strategic changes within the high school to increase student success.
3. Increase the level of communication between Morro Bay High School staff and District Staff in regards to the creation and implementation of the LCAP.
4. Using data; adjust the scope of schoolwide learner outcomes and professional development from a focus on the core classes of Math, English, and Science to other departments such as Foreign Language, Social Science, and CTE.
5. Create programs that will be sustainable and industry applicable in light of upcoming budget cuts as a result of the closure of the Diablo Nuclear Power Plant.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Morro Bay High School has recently implemented Project Based Learning and a focus on STEAM, collaborative learning, and communication. These elements are evident in classrooms in all discipline areas. Evidence of collaboration is illustrated through seating arrangements, collaborative use of technology and in whole class discussions. Students communicate amongst peers one on one, in small group and whole group situations as well as more formal presentations for their courses. Students report that their education is challenging and that “teachers make

work as real world as they can.”

Curriculum is tied to Common Core content area standards as well as 21st Century Skills such as collaboration, communication, and leadership. There is evidence that Morro Bay has met the demands of the new standards, including CCSS, NGSS and the shifts in Social Science. These are evidenced by the variety of courses offered, in projects and activities in the classroom, in the products produced, and in the changing relationship from a teacher-centered to a student-centered environment. During classrooms visits, the Visiting Team saw evidence of students working together on projects in a variety of classrooms, discussing concepts as a class, as well as students involved in small group projects in their CTE courses.

Congruence between the standards, curriculum and SLOs is evident in several classrooms, however when meeting with members of the focus group no specific examples were provided to show how the staff has intentionally integrated the Student Learner Outcomes into the curriculum. Through interviews with individual staff, students and parents it is evident that there is a shift in the way curriculum is delivered to students and in the ways students exhibit their learning of concepts and skills. During classroom observations by the visiting team there was evidence of circle of inquiry, and student critical thinking and collaboration.

To foster the skills of collaboration and critical thinking called for in the new standards Morro Bay teachers have revisited their curriculum to examine ways in which content can be modified to better reflect 21st Century Skills. These skills are supported by the changing landscape of the classroom to focus on flipping lessons, PBL or a variety of projects which require critical thinking and creativity. Through the project, the teacher is able to address standards and present material in a way that encourages problem solving and student involvement. These skills were observed in several classrooms, eliciting from students collaboration, effective ways of communicating and the use of technology.

To ensure Morro Bay students have access to career paths, there is a wide variety of CTE courses offered, some of which are in congruence with the local colleges (Cuesta and Cal Poly). These pathways include Transportation, Health Science and Medical Technology, Education and Child Development and Family Services, with additional pathways to be added in the following school years.

The core departments are currently engaged in adopting new curriculum or exploring the new content area frameworks. The math department has a new curriculum, the Social Science courses focus on essential questions and document based questioning, the science department has adopted the NGSS, while the English department continues to work with the CCSS and its shifts. Because there are new standards in three of the four core departments, teachers expressed the need for a more articulated approach to the scope and sequence or vertical articulation of essential standards to elaborate upon the skills, content knowledge, and assessments expected at each grade level and within each course. There is some evidence of this shared expectation in the approach to instruction and the common assessments in English as written in the Self-Study and expanded upon in the curriculum focus group. Math utilizes common benchmarks created in Illuminate.

All core courses have begun the process of exploring and implementing the new standards or frameworks for their courses. As the standards have been released at different times, each core area is currently involved in a different stage of the implementation process. To assist in the process of full implementation there was shared view expressed from both teachers and leadership that collaboration time on Monday's could be better utilized for “data talks” or using data to drive discussions on curriculum and how it is delivered to students instructionally and

then assessed.

Teachers expressed a need for collaboration that is focused on curriculum development and professional development for areas of instruction. Though there is collaboration that occurs among teachers it is during release days and professional development days. Teachers noted that there will be a stronger focus on collaboration, data to drive instruction, and curricular discussions after the conclusion of WASC.

Some departments noted that they share common assessments and benchmarks in Illuminate. From these common benchmarks and use of common rubrics teacher discuss student data, goal setting and planning for increased student achievement. These discussions occur informally through partnerships between some teachers and among CTE disciplines to develop projects. There is a need for TCT Mondays to become more focused and structured to support teachers' work towards developing their curriculum.

Focus group interviews revealed that there is more formal collaboration among the some departments in the sharing of common assessments and benchmarks, while vertical articulation of skills is present among the other core disciplines. There is also a level of collaboration among departments and the CTE in bringing classroom projects real world application by integrating content area knowledge with tech skills such as podcasts, news stories or the publishing of a book.

Although AP courses are rigorous in nature, the number of students taking the course vs. the number of students taking and passing the exams are less than 50% on average. The school reports that students take the exams in the courses they choose. During student interviews, students expressed that they choose to take exams where they feel they will be successful. The AP exam data shows that there is success for students who take the exams.

Student performance on both the Math and ELA sections of the SBAC, show a decline in the percent of students meeting or exceeding standards as well as meeting the EAP performance expectations. It was reported by students that there is not a lot of buy in to the exam and that the school should find ways creating relevance to students, as many students are pursuing post secondary educations.

For the creation of new courses at Morro Bay High School there is an extensive process that is designed to ensure that each course offered at Morro Bay contains the proper amount of rigor and challenge to prepare students for a world beyond high school. Additionally, Morro Bay remains consistent with state law AB 1012 and offers a-g approved courses or CTE courses that serve their student population.

Students deficient in credits toward graduation recover credits through APEX, selected due to the high level of rigor the program offers compared to other credit recovery programs. All classes offered to students on APEX are approved A-G courses in the University of California or California State University (UC/CSU) system. In some classrooms there were students working on their courses towards credit recovery. For the first time this summer, the school will offer APEX for original credit.

There is evidence of technology integration in classrooms, with students producing TED talks, using Google classroom to complete journal writing or mathematical problem solving, or listening and notetaking podcasts. In other classrooms students work collaboratively on shared documents while discussing their work to simulate real world problem solving. It was also observed that students utilized technology to present formally to their classrooms, peer edit others' work. Students utilize other technological equipment such as green screens, tools to measure gas pressure, and document cameras to analyze work. It was also observed that students

utilize several pieces of equipment in the engineering and science courses to learn through doing.

Collaboration is evident as an integral component of the curriculum at Morro Bay High School. Many students work together in small groups to discuss work and complete assignments or projects. As observed in classroom walk throughs there is evidence of whole class discussion, small group discussion and partner talk exemplifying the schoolwide learner outcome of effective communicators. It was also observed that teachers work one on one with students or monitor small groups in order to conduct checks for understanding of the content presented in the curriculum.

Through interviews with parents it was found that there is congruence between the concepts taught at MBHS and the preparation for college level work. Interviews with students also expressed the level of rigor in the classroom and the feeling that the work completed in classrooms helped them to become prepared for the real world, especially in regards to Project Based Learning.

Teachers and administration report that they have implemented and adopted a STEAM curriculum. This schoolwide change at the middle school has been a driving force in reexamining their own instructional practices and content. It is evident that the high school has reflected and built upon the science, technology, engineering, arts, and math skills that the students were learning at the middle school level to incorporate those same practices at the high school. During classroom observations it was evident that these instructional changes are taking place in classrooms across campus.

Morro Bay enjoys a working relationship with the local colleges to encourage enrollment in postsecondary education as well as a working agreement to transfer credits earned at the high school to Cuesta, the local junior college. Students also benefit from the Cuesta Promise, a grant which pays for their first year attending the junior college. Teachers with CTE credentials are able to work collaboratively with the community college in order to provide students with the opportunity to earn college credit through dual enrollment.

B2. Access to Curriculum Criterion

Students at Morro Bay high school are supported by two counselors, a specialized aide for English learners and an IEP team for students with disabilities. Students are enrolled in mainstream classes with support classes offered and determined by need. Content is scaffolded in some course areas in order to provide access to the same curriculum for all students. For example, it was observed that students were provided with sentence frames to begin their writing in some classes, while in others students are supported with visuals and auditory supports. In pre calculus work with a graphing calculator was scaffolded in small group re-teaching.

There are discussions among teachers to align department course work to support one another in skill development that crosses all content areas, such as the implementation of technology to deliver curriculum, strengthen literacy and improve mathematical thinking (as identified in MBHS review of the focus areas).

In order to make all courses available to all students, counselors meet with the entire class each year to review course availability prior to sign ups. To make course choice relevant to the real world, counselors encourage students to explore several pathways during their time at Morro Bay. Some students are aided by programs like Naviance in order to help narrow their selection. Furthermore, students are taking CTE courses with over 1300 courses enrolled and an additional

70 involved in the work experience courses.

Counselors also meet individually with students at least once a year as a way of checking in to be sure students are on track for graduation, their courses and choices that support either college or career. If it is determined that a student is in need of an intervention, these are also determined during the meeting. There was a concern expressed by both parents and students that the counselors are sometimes difficult to access due to their caseload.

To encourage community involvement in the curriculum, Morro Bay High School hosts a “Just One” job fair, career field trips, and organizes community scholarships. Students and teachers report that the “just one” job fair was successful in matching students to a position in the local community. The event is an example of the real world and relevant opportunities MBHS is providing to their students.

All students at Morro Bay High school have access to the school’s entire program and are provided with a personalized learning experience that fits their specific needs, abilities, and interests. Students with special needs are enrolled in mainstream courses under a collaborative model, where the mainstream teacher works together with the special education teacher in co-teaching courses. English Learners on campus receive assistance from a full-time EL aide. EL students who need additional support are placed in an English Language Development class and have the option of taking a study skills class. EL students at the intermediate level or above are enrolled in mainstream courses and may choose to pull out for additional help during the ELD course period. The ELD course teacher works closely with the EL aide in monitoring achievement of ELs in all courses and identifying where additional support is needed.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

Summary:

There is a strong curricular program offered to MBHS students. Both a comprehensive CTE program and strong Advanced Placement program is offered to students. The curriculum is delivered by teachers in a myriad of ways for students to access the school program. Some work is needed in the areas of scaffolding and differentiation for English Learners and students with disabilities to achieve at increased levels as measured by end of the year assessment.

Areas of Strength

1. Morro Bay High School teachers are encouraged to collaborate with other teachers across campus, both departmentally and cross-curricularly.
2. Morro Bay High School has a variety of CTE courses for the identified CTE pathways, providing students with the opportunity to earn college credits through dual enrollment.
3. Morro Bay High School offers a variety of AP courses for students in all curricular areas.
4. Morro Bay's teachers are flexible in their course assignments so that students are able to enroll in the full range of course level sequences.
5. Morro Bay High School teachers are encouraged to innovate their teaching, curricula and improve what is available to students in a 21st century classroom.
6. MBHS has strong collaborative relationship with local colleges (Cuesta College and Cal Poly) and local business.
7. Morro Bay High School offers a wide range of opportunities for its students to become involved in learning that is real world and relevant to the 21st century.

Areas of Growth

1. There is a continued need for Morro Bay High School to promote a formal and structured collaboration among teachers to focus on the use of data to drive upcoming changes to curriculum, modify instruction, and continue to refine common assessments regarding CCSS, NGSS, ELD and the SS framework.
2. Morro Bay High School will continue to increase opportunities for students' access to off campus opportunities for college and career trainings such as apprentice programs at local businesses and classes at Cal Poly and Cuesta.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

Students at Morro Bay High School experience a variety of learning environments, teaching styles, projects, assessments, and activities. Students have a voice in creating curriculum to make sure it is meaningful and relevant to their lives. This can be seen in the many classrooms that have embraced the flipped classroom as well as the new project based learning style of learning. Teachers are committed to developing curriculum that is rigorous and meaningful to their students path of life. Teachers and students come together during collaborative TCT, Monday mornings and lunch meetings to improve assignments, projects and lessons to make sure that both students and teachers are working toward the same academic goals. Many projects, such as the creation of books, podcasts, websites, robots and presentations, are entirely guided by the student's interests and understanding of content.

To ensure that instruction is rigorous and effective teachers, counselors and administrators examine results of standardized testing, common assessments, and benchmarks tests to determine where students need additional instruction. Although there is not a lot of common data teachers through their great personal relationships are able to see where the needs are for their students. The class size at Morro Bay high school is only about 25 and many class are even smaller than that leading to more one on one time for teachers to check for understanding and to adjust their teaching as needed.

Morro Bay staff noticed there were some academic achievement gaps, in response they developed many interventions to close these gaps. Not only did they work on the gaps for their EL, and special education students but also made sure to add support classes for those students. There is a need to improve college readiness in English and Math for these students. There is also a wide range of AP classes to give students a chance to earn relevant college credit at a four year university.

Morro Bay also makes sure there are many different classes offered to ensure that students can create a education experience that is tailored toward their various individual needs from college to careers.

Morro Bay makes sure students are pushed to take high rigour classes and are supported by teachers to succeed. Through many CTE programs students are both learning career skills and 21th century skills. During some of these classes students are able to earn dual enrolment in the local community college.

C2. Student Engagement Criterion

Increased multimedia and technology has dramatically altered the curriculum, environment, and teaching strategies used at Morro Bay High School over the past 3 years. Not only are students using technology more frequently in classes and on assignments, but teachers are finding new ways everyday to incorporate technology into their lessons.

Most students are using google classroom in all their classes as well as many other different programs that are online like Khan academy.

Morro Bay teachers are supported in their use of technology by attending workshops, other high school and by their fellow colleagues. This helps teachers stay current on latest technology which helps connect students to real life learning and 21st century skills.

Outside of the world of technology, teachers are continuing to push the boundaries of the traditional classroom as well. Many teachers at Morro Bay are embracing the “Teacher as Facilitator” model of teaching in which the power of the lesson is placed in the hands of the student. In classrooms across campus, teachers are stepping back and allowing students to lead the lesson, provide feedback, and provide input on the curriculum. Teachers are there for support and help when needed. By placing the content in the hands of the student, the lessons become more meaningful, relevant, and motivational.

———Morro Bay High School insures that their students are ready to move on to their next phase of life may that be college or career. They do this through meeting with their counselors, field trips to colleges, job fairs, job shadowing as well has a senior project where students are required to to research on a career of their choice. Morro Bay has a great relationship with the community which can be seen during the one on one job fair where local business members come and interview students and many are offered jobs and internships.

Morro Bay High School also has a number of CTE courses which are preparing students with basic skills in these careers. They have recently redone their Auto shop to include state of the art equipment and students are getting hands on learning every day. They are also supporting their school and district by maintaining many of the district vehicles and small machinery.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Summary (including comments about the critical learner needs)

The primary critical learning need addressed in this category is “preparing students for

college/career readiness by focusing on CTE pathways and utilization of technology”. Morro Bay High School has shifted over the past few years to focus creating a student centered environment where students drive curriculum, take ownership of their education, and develop essential skills for success such as collaboration, and leadership.

Morro Bay High School provides students the skills, resources, and tools they need to be successful and recruitable in all of their classes. They also offer many ways to ensure that if students do fall behind or need extra support they can receive it in a way that is most suited for them. Students feel very supported by their teachers and staff on campus and can be seen coming in for extra help. They also have been taught through the many collaboration teaching strategies on campus, that their fellow students are also great support team as well.

Areas of strength

1. Morro Bay High School teachers have embraced and incorporated Project Based Learning into their curriculum to increase student engagement, collaborative skills, and creativity
2. Morro Bay High School has increased the use of technology in classrooms by incorporating devices such as chromebooks, ipads, laptops, and web-based platforms into curriculum and instruction
3. Morro Bay High School encourages their students to be critical thinkers and have a voice in their education
4. Morro Bay High School provides support for students classified as English Language Learners, Emotionally Disturbed, and those with special needs
5. There is strong support from site administration to strengthen instruction through professional development, release days, site visits and classroom visits.

Key issues

1. Morro Bay High School needs to provide more emphasis on higher order thinking skills.
2. Morro Bay will continue to work on using common data to determine strengths and areas for growth. Teachers will use this data drive changes in instruction strategies across curriculum.
3. Morro Bay High School will continue to pursue the production of a high quality products from the students and reach out more to industry professionals to determine the standard by which products should be judged in a contemporary 21st century environment.
4. Morro Bay High School will continue to work on utilizing standards-based assessments to determine strengths and areas for growth. Teachers and staff are encouraged to collaborate to determine effective instructional methods

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

It is apparent that MBHS utilizes a variety of assessments to collect (District Benchmarks, grades, summative assessments, student interviews, SBAC), analyze (TCT), and report student achievement (Illuminate, Power School, Friday Newsletter); however, more efforts should be made towards creating a systematic approach in creating common formative assessments (CFA) across departments. Further, the CFA data analyzed can then better facilitate instructional decisions more timely which would better support high achievement for all students.

The information is analyzed by administration, each department, and individual teachers, and in a teacher/administrator meetings. Individual teacher tests are shared with students, posted on PowerSchool, and communicated with parents. Parents and students are able to readily access frequently updated Power School data regarding student performance. This data is updated usually within 2 days from the date of assessment. For parents who do not readily access information via electronically, are given hard copies of information regarding student achievement and progress.

Two programs are utilized by teachers, counselors, and administrators to analyze and report student information. The first is Powerschool, which allows teachers to have clear transparency in their grading and also allows counselors and special education teachers to share IEP and 504 information with the entire staff. The second is [Illuminate](#), an web based platform, that provides extensive access to student data such as test scores, grades, and relevant demographic information. These two programs create an environment where student data is able to be shared safely and easily to ensure that all students are provided with the proper scaffolding and support needed to be successful in all of their classes.

A recent addition to Morro Bay High School is the [APEX Learning](#) program. APEX is a provider of e-Learning solutions for K-12 education, offering online courses in mathematics, science, English studies, social studies, romance languages, the fine arts, health and physical education, and Advanced Placement. The program allows MBHS to meet the needs of all students - from those struggling in their coursework to those capable of accelerating their learning. APEX is primarily used for students that need credit recovery. APEX provides Daily Quizzes for students giving them instant feedback. They are excited to see the results immediately, if they aren't, then they turn and ask for help.

At the department level, core classes, such as English and Math, administer multiple benchmark tests throughout the year to ensure that students are on track to meet department goals and Common Core Standards. The benchmark tests are administered and graded in a timely manner, providing teachers, administrators, and students an understanding of where the students currently are and what skills or standards need to be revisited or worked on some more. In CTE, teachers have students communicate their learning and finished work to their peers and to the public. These Presentations of Learning may take the form of yearly portfolios, TED-style talks, seminars, competitions, or displays. These artifacts are shared with the public and provide a clear pathway of where the student started and how far they have progressed. Many CTE classes are project or skilled base and evaluation is based on the skills learned and the project completed.

Finally, Morro Bay High School is continually committed to modifying and adapting in order to best serve the student population and community. The school administers and closely examines public and student surveys such as the California Healthy Kids Survey and School Climate Survey which provide anonymous feedback from students and community members on how effective the school is in providing a safe learning environment, teaching the standards, and preparing students for studies and life after graduation. Administrators also meet individually with students throughout the year to have informal “interviews” for the purpose of ensuring that all students feel confident and safe at Morro Bay High School to learn and pursue their academic, social, and athletic interests.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Each department at MBHS utilizes appropriate formative and summative strategies to assist in guiding curriculum and classroom instruction. Through department meetings, professional development, and Teacher Collaboration Time (TCT), teachers are consistently focusing their attention on assessments to adjust instruction and make pedagogical changes.

There has been a conscious effort to examine the school, classroom, and curriculum through the lens of student perspective in the past two years. One of the most prominent examples of listening to the student voice occurred during a staff meeting when the entire staff, teachers, administrators, and counselors, did just that: listen to students. A student panel was created where students were asked to discuss the school, classes, and assignments. The discussion occurred independent of teacher or staff interruption, with the exception of an occasional question from a teacher acting as moderator. Overall, the discussion was a highlight of the year and led to many teachers modifying assignments, classroom procedures, and curriculum based on student feedback.

Students come to school with different levels of academic readiness. APEX Learning removes barriers to learning by delivering a personalized learning experience, so each student receives the support they need to excel. Each lesson includes multiple opportunities for students to explore, apply, practice, and confirm their learning - helping students visualize concepts and expand their learning. This active learning approach develops critical thinking skills and deep understanding that prepares them for success. Moving at their own pace, students benefit from the continual guidance and feedback provided by the opt-in support and scaffolds integrated into Apex Learning digital curriculum. Students confirm understanding through formative, and summative assessments, as well as through an extensive array of instructional activities.

Administrators also used student feedback and interviews to implement new programs at the school. An example of this can be found in the addition of the Link Crew program in 2016. The program pairs incoming freshmen with upperclassmen to help ease the difficult transition from middle school to high school. The program started, however, based on interviews conducted by the principal and vice principal with students about their experiences at school. These informal conversations proved fruitful in creating a school environment where students feel more accepted and welcome. Teachers and administrators also use information from student

surveys, such as the California Healthy Kids Survey to better understand the environment and atmosphere of the school.

Each department uses assessment and student feedback in various ways:

- Schoolwide, the counseling department utilizes progress reports and quarter grades to determine intervention shifts in the curriculum when necessary. Counselors provide annual college and career presentations to all students that include Naviance interest, talents, skills, and interests surveys that give feedback used for academic pathway.
- Currently, the Science department is in the process of transitioning their entire instructional approach to align with the Next Generation Science Standards. This change is being implemented in part by an examination of what students were producing and how relevant it was (or was not) to the 21st century environment. The Science Department is working with a District TOSA and their feeder and sister schools on a NGSS transition plan. The department is currently focused on understanding the conceptual shifts in the standards. Next year they will focus on implementing curriculum and developing common assessments. Additionally, they are planning to pilot the CAST exam this year.
- The English department has 3-4 common benchmark tests each year that are used to evaluate students and inspire professional conversations. English teachers ask for feedback on projects and assignments throughout the year and make changes as needed to ensure that student work is relevant and at a quality level.
- The Math department uses both formative and summative assessments to give students feedback on their progress (formative) and overall mastery of skills (summative). The Math department uses collaboration and professional development time to discuss formative and summative assessments and make changes to instruction either within the unit or for next year. Math teachers talk through summative assessment results with students and listen to their feedback and use it to make changes for the following year.
- Social Studies uses a variety of assessments throughout the year including several common projects as well as common summatives like Document Based Questions (DBQ). Which also supports the common core. The Social Science department uses the assessments to help plan schedules and examine calendars to ascertain what works the best in helping students understand the the information. Social Studies teachers also collaborate from year to year and use feedback from students each year to build on what the students already knows and expand on it. A common calendar developed by identifying the essential standards for each grade level helps all the teachers keep on a schedule which allows them to give common assessments and projects.
- Special Education teachers are using, but aren't limited to, the following: Woodcock Johnson IV (every 3 years), CORE Reading Comprehension assessments, Read 180, Brigance math assessment, and teacher- made assessments. Case manager reviews activities and will modify assignments/tests based on the results. Special Education teachers use Individual Education Plan (IEP) and 2-4 progress reporting periods during school year to evaluate goals and student's levels. Annually the team meets with general education teachers and parents to examine the effectiveness of the placement and assessments levels.
- In CTE classes, most assessments are based on the student gaining the skills and/or completing the tasks and the rubrics that are associated with them. In many CTE classes, students take industry level certification exams. CTE classes use individual rubrics and

critiques for each project to assess student growth. Student feedback is included and used to address areas of improvement for future. CTE teachers also meet regularly with industry advisory groups look at and examine the relevancy of the curriculum. Industry professionals update teachers on the latests programs, methods, and best practices of the working world. In Art department, each assessment for projects include student feedback section, explaining what they learned, how they did, what to improve on.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Parents, community members, teachers, and students have access to a number of web-based platforms that provide the ability to monitor student data and assessments and ensure that students are making progress toward achievement of the academic standards and expected schoolwide learning results. San Luis Unified Coastal School District uses Illuminate, a web-based platform that allows teachers and administrators access to comprehensive student data and test scores. Illuminate also allows teachers to create common tests to be used as benchmarks throughout the year. Additionally, Powerschool is used by students, teachers, parents, and administrators to access grades, IEPs and 504s, and attendance records.

The increased use of Google Classroom on campus has allowed teachers and parents and unprecedented amount of access to student work. Teachers have the ability to collaborate on assignments and documents with the students while parents are now able to be added as a “guardian” and will receive updates concerning upcoming and missing assignments.

District administration provides constant support for the school site assessment plan. By examining tests scores and data from previous years, the district helps guide the process of writing benchmark tests for departments that will help aid teachers and students achieve the Common Core Standards and improve scores on standardized test. The district also assists teachers in grading the tests to ensure quality of feedback.

Finally, teachers, administrators, and counselors continually review student progress on a regular basis. In staff meetings, TCT, and department meetings teachers work with administration to identify students who are falling behind and develop intervention strategies to help close achievement gaps and ensure success for all students. Recently, all teachers participated in an activity that used student data to identify sub sections of students who were achieving the class standards and those who were not. Administration worked with teachers to provide specific strategies that would help students “catch-up” in the class and achieve the standards by the end of the semester.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary (including comments about the critical learner needs)

Based on the data, one of their primary critical learner needs is increasing tests scores in English and Math. This is a primary concern, but one that has not come without debate. Morro Bay High has shifted over the past 10 years from a culture that prioritized high test scores above everything else to a culture that is student-centered and prioritizes quality of student work, differentiated instruction, and relevance in the 21st Century.

Over the past year or two, they have discovered that while standardized test scores are “just a number” and just one indicator of student learning, it’s very easy for their other projects and individual assessments to be overshadowed by subpar test scores.

Now they are in a place where they feel (and are acting on) a reinvigorated energy towards focusing on common and collaborative means of achieving success on objective, standardized assessments. They feel challenged to retain the value they have placed on more localized endeavors (individual projects, differentiated lessons and goals, department visions) while complying with the reasonable demands for success with common assessment from and for the district and state.

Areas of Strength

1. Morro Bay High School uses a variety of platforms (e.g. Naviance, Illuminate, Power School) to collect, analyze, and report student achievement. District Benchmark assessments aligned to the California Common Core State Standards were developed by teachers and are administered a minimum of three times per year. Students are encouraged to participate in AP testing as well as PSAT, SAT and ACT exams.
2. Morro Bay High School utilizes a variety of resources available for teacher use in sharing assessment data
3. Evidence suggests that the TCT (Teacher Collaboration Time) is setting the stage for “Data Talks”: analysis of common formative assessments developed through department collaboration used to drive mid cycle curricular decisions.
4. Morro Bay High School administers common summative assessments in core courses of Math and English

Areas of Growth

1. Currently, there is not a uniform process of assessment and collaboration across all disciplines at Morro Bay High School. While some departments use common calendars and benchmark assessments, others do not.
2. Close examination and comparison of common assessments across departments. Creating Common Formative Assessments will help drive mid cycle instructional conversation and collaboration as opposed to year end review of data (summative).
3. Identify Essential Standards to better facilitate the development of Common Formative Assessments.
4. Alignment at the district level between departments at their sister school in San Luis Obispo have become stagnant and restrictive, making it hard for departments such as English and Science to tailor assessments and instruction for the unique needs of the

student population. Their focus in the next few years will be in making difficult decisions at the district level regarding assessment, scope and sequence, and curriculum adoption.

5. Morro Bay High School needs to examine the implications of new assessments at the state and national level, such as the SBAC test and new method for determining API scores, and modify their courses to address those needs

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

MBHS has parent and community engagement that supports high achievement for all students. Parents, Administrators, Classified Staff, School Board Members and Community Members have been instrumental with student success in all areas of support for students in their academics and extracurricular activities. Parents are able to attend school site meetings, ELAC and DELAC meetings which engage them in discussions on decision making items for student growth and learning. There is a full time family resource advocate that works with Spanish speaking parents and families to connect them to resources for academic success. Each core department showcases quality products produced by students and host events including art shows, math games, farmers market, physics & chemistry experiments, and a buffet featuring food from around the world. Products also like the “Friday Newsletter” emailed by the Principal. The “Spyglass” Newspaper from MBHS students exemplify communication between school and community.

There is a strong connection between the community and student engagement. The “Just One” Job Fair, internships, workability programs, and AVID college visits. The SLOPE grant for CTE courses are being used for supporting the 6 CTE career pathways programs currently being strengthened. The Ag teacher is working with Cal Poly to design a sustainable farm. The Auto shop, formally the district bus garage, has been remodeled and opened in December of 2016. The Auto shop instructor has students work on their own cars, district cars, and will be connecting with local businesses.

Diablo Nuclear Power Plant will be closing in the year 2024; \$8 million in revenue will be lost. At this time, the District Office and School Board, are starting the process by proactively reducing budgets over time to minimize the impact.

Morro Bay High School invites the entire community to campus twice a year for Back to School night in August and Open House in May. Back to School night presents an opportunity for teachers and administrators to meet with parents and families at the start of the year. Teachers are able to outline the curriculum, answer questions, and connect family members of students. Administrators and staff are also able to outline the vision and mission of MBHS. Parents of English Language Learners are welcomed to the school with a message in Spanish from their bilingual vice-principal, and all parents and families are escorted around campus by student members of ASB. Open House is a celebration of the hard work from students throughout the year. Each department showcases quality products produced by the students and host events including art shows, math games, farmers market, physics and chemistry experiments, and a buffet featuring food from around the world.

MBHS also has several community outreach programs including Pirate Plaza. Family Advocates, and Community Rescue. The Pirate Plaza is a program created at Morro Bay to provide clothing and resources to students. Donations are collected from the community throughout the year and are made available to any student in need. Students use the clothing for everything from athletic gear to job interviews to daily attire.

Morro Bay High School's online presence has increased tremendously over the past 6 years. Every teacher on campus has a [website](#) available to parents and community members. The school website creates access to school calendars, events, and daily announcements. Contact information is available for all teachers and staff to ensure that everyone at MBHS can be easily reached for questions, comments, or concerns.

School counselor's provide college and career parent/student nights to connect 9th-12th grade course selections to high school four-year plans that parents are introduced to at parent registration nights, and college/ career workshops. This is an important family/school education night that assists in connecting high school courses with their post high school options for college, career and skills training. School counselors schedule individual and group meetings and classroom presentations in regards to college & career. These presentations are offered to all students through the annual counseling presentations. Instruction and training the Naviance online computer process is taught by counselors to all students in this classroom counseling presentation also. This online resource ([Naviance](#)) is a tool for students to compile and store pertinent information needed for high school course selection, college applications, resume building, grade storage, career exploration, scholarships, etc. School Counselor's also collaborate with outside agencies to provide social emotional support (i.e. PEI counselor-county mental health), to serve mental health issues that may arise at school.

Parents can access student grades and reports at anytime through Powerschool, but now they also have the option to receive email updates for their student through Google Classroom. Parents can choose the frequency of the updates that include missing assignments, recent scores, and upcoming projects.

Community members serve a vital role in the planning, development, and fundraising for school events and activities. Multiple booster programs, including Music, Athletics, and AG, are the lifeblood of student life outside of the classroom. Parents and community members are heavily involved in committees, such as Measure D and school site council, to help create the environment and atmosphere of MBHS today and in the future.

Finally, Morro Bay High School is deeply influenced by the community that surrounds it and draws heavily from the world of professionals and experts to assist in teaching the students relevant skills and information as it pertains to the 21st century working world. Over the past few years, every department has utilized the community and provided opportunities for the students to interact with community members in meaningful ways. Following are various examples of community involvement in each of the departments:

Science, Engineering, and Programming:

- A genetic counselor spoke with students about the advances in Genetics and Genetic manipulation
- A Stream water director for the county discussed the cause of steelhead trout endangerment
- A local Chiropractor spoke about bone structure

- In Anatomy, professional trainers work with students on machines and talk about muscles movements
- Female students interested in a career in Engineering are offered opportunities to visit Cal Poly and attend workshops based on Women in Engineering. A Society of Women Engineers club was formed this year on campus.
- Field trips to Chorro flats, Waste management center, Diablo Canyon Nuclear Power Plant, Water treatment plant, Promega biosciences
- Skype conversation with the VP of Microsoft to discuss programming
- Chip design engineer from Boston talked about the printing process of the silicon chip
- Local Architects and Engineers invited to speak to students about upcoming and ongoing projects
- Cal poly teachers and students invited on multiple occasions to review and work with students on ongoing projects
- Civil and Nuclear military engineers invited to classes to speak about engineering applications
- The city mayor (engineering background) attends and judges the annual the engineering balloon contest
- Each CTE teacher has an advisory committee of local industry in which they bounce off ideas and current practices in the field

English

- Senior Project - every student at Morro Bay participates in a one day job shadow in a profession of their choosing. The student interview the professional and write a report based on the experience
- 11th grade students wrote a book about local produce. The visited and interviewed professionals in the agricultural community
- Theatre Class brings in an expert on Commedia dell'arte to lead students in workshops on the characters, masks, situations.
- 10th and 11th grade students were interviewed by various national news sources regarding collaborations with others schools around the podcast Serial
- Local experts came to talk with students about how to choose the right poem in preparation for the Poetry Out Loud contest
- Student's skyped with a local children's book author in preparation for creating and publishing their own children's books
- Local lawyer was invited to speak with students about creating arguments in preparation for an upcoming debate
- 9th Grade English classes participate in an annual Women in History essay contest sponsored by the Morro Bay chapter of AAUW.
- Parents and community members are invited to sit in and participate with students during Socratic Seminars and discussions

Foreign Language

- Students go out into the community and film themselves interacting with others in French and Spanish

Music and Art

- Local music therapist works with MBHS band through a program called "Arts for Living", which is made up of young adults with special needs.
- Music professional routinely come in to work with students, including Dave Becker (saxophonist), Ron McCarley (Cuesta Director of Jazz Studies), Darryl Voss (drummer) -
- Every year the band brings in a well-known guest composers Past composers include: Andrew Boysen (University of New Hampshire), Daniel Bukvich (University of Idaho), Gary P. Gilroy (Fresno State), Brian Balmages (Baltimore, MD).
- Professional artists routinely present to the art classes and work with students and their projects,
- Collaboration with local art gallery "Forever Stoked" helps painting class (including special needs students) work on a large scale painting (mural) for their festival.
- Artwork and photography created by students is showcased to the community and is often purchased
- Special Education students operate a community store called "Threads 4 Friends" which receives used clothing, students wash, iron and fold for giving back to community in need.
- Actively involves students in the community and participates in touring local shops for jobs.
- Department of rehab comes in every year to work with students
- tri-counties comes in to talk with students about resources and work ability programs
- Students often go off campus for job training opportunities

Health and Physical Education

- Guest Yoga and Cycling instructors
- CAPSLO (Community Action Partnership of San Luis Obispo County's Health and Prevention Education Department) invited to class to give 5 hours of presentation on "Youth Empowerment Program", including information on FDA approved birth control methods and skills building around communication, refusal skills and condom use.
- Guests Mary and Jerry Winokur come in from the the Ryan J. Clarke CPR Fund for Schools and provide EMS Safety CPR and AED Certification for all students.
- Teaching Careers class places MBHS students in classes at Del Mar Elementary. They work side-by-side with the teachers and students there each class period
- Child Development related career professionals are invited to visit Child Development classes to describe career opportunities and answer student questions
- Sports Medicine routinely invites guest speakers, including local physical therapists and trainers, to class to discuss latest techniques and applications
- Auto holds the "Morro Bay Car Show" showcasing rebuilt and refurbished cars by the students of Morro Bay and community members
- Hybrid-Online photography class encourages students spend class time out in the community taking pictures and interacting with local professionals
- CTE grant work to interact with community and involve local businesses to develop internships
- Ag Leadership classes invited multiple local professionals to discuss their careers including the head Cowboy at Hearst Ranch
- Annual AVID College Trip to explore local colleges throughout California
- Partnerships with the local community college, offer an annual job fair for students to

- become educated on the different types of jobs and careers available.
- The College and Career Center also provides information of job opportunities offered in the community as well as special events and scholarships available.

E2. School Environment Criterion

Year to year, students comment on the positive social environment they experience at Morro Bay High School. Students feel welcomed at school by their teachers, peers, and administrators. Fights among students are a rare occurrence, groups and clubs encourage any and everyone to join, and a majority of the students try something new every year, whether it is participating in the school play for the first time or trying a new sport.

Morro Bay High School has several proactive intervention programs and policies in place that provide a caring and safe environment for students and staff. Their primary goal is to establish an environment that recognizes individuality and sets high expectations while providing a structure of discipline and academics that is based on positive behavior strategies and restorative justice.

The staff and administration work hard to create a positive environment that is conducive to learning. At the beginning of the school year, the principal, vice principals, ASB president, class presidents, library technician, athletic director, and counseling department talk to each class to highlight the importance of hard work and grit throughout the year. Additionally, counselors meet with each class at the beginning of the year to help students focus on how their classes and time at Morro Bay High school relates to college and career readiness. Their two full time counselors are available for students as a resource and as an alternative means of corrective discipline. Throughout the year, teachers and administrators are visible and accessible to students during breaks, at lunch, before school, and after school. Recently, teachers have taken an additional step to show support of students by sending home letters of encouragement and support to students throughout the school year.

At the student level, multiple programs and clubs are active to promote student involvement, school spirit, and positivity. ASB leadership classes create opportunities for social interaction during lunch, before school, and after school. ASB runs a Student Council group of student representatives from each club, as well as groups on campus such as FFA, Dance, Choir and Band. They hold monthly meetings to discuss club/group updates and announcements, as well as provide opportunities to survey the group on school-wide issues and work toward solutions. ASB and Peer Helping also meet every Wednesday with students from the Special Education's Special Day Class. They play games, such as Jenga, and have discussions on upcoming holidays and events. The introduction of Link Crew this year matches incoming freshmen with upperclassmen to help with the difficult transition from middle school to high school. The Link Leaders meet with incoming 9th graders over the summer for a one-day orientation, and are then matched up in Link "Crews" so they can check in with one another throughout the year.

The school also hosts and supports multiple clubs on campus that promote diversity and awareness including Key Club, Interact, Kids for Kids, Multicultural Club, Latinos United, and S.A.G.A.

At the curricular level, classes such as AVID and Peer Helping encourage students to take an active role in their own success and the success of their peers. The TLC program offers assistance for emotionally disturbed students and EL program encourages a strong community of

english language learners across campus to recognize the opportunity of becoming bilingual graduates.

At the administrative level, recent reviews of suspension data have resulted in fewer suspensions over the past two years and a focus on more alternative means of correction. SST, 504, IEP, and Behavior plans support individual student needs. Administration has also put in place a check system that encourages restorative conversations between teachers and students and teachers and parents. The school employs a full-time school psychologist who completes evaluations as needed, helps develop behavior plans for students, and participates in risk assessments when a student is in crisis. Students also have access to a full-time Student Support Counselor to assist them with problems or issues that arise throughout the school day and school year.

E3. Personal and Academic Support Criterion

Students at Morro Bay High School receive strong support and have multiple resources to help them be successful in their academic, athletic, and social pursuits. Administrators, teachers, counselors, and coaches treat all students as individuals with their own unique set of skills, difficulties, and situations. Working together with the parents and the students, their two full-time counselors create an individual four-year plan for each student. The plan takes into account the student's goals and aspirations during and after high school and is continually revised to reflect the student's changing needs and ambitions.

Counselors also meet with students during the school year with low or failing grades to talk about actions the student could take to ensure success in all their classes. In addition to in-class support from highly qualified teachers, the school also offers night labs, study skills classes, Algebra support classes, and EL support. Should a student fail a class, students have the option of taking the class again or enrolling in a study skills class where they can work on the credit recovery program [APEX Learning](#) during school hours. Additionally, students may attend summer school to recapture credits or in some cases get ahead.

Counseling services, Student Study Teams (SST), parent conferences, 504 and Individualized Educational Plan (IEP) meetings further support individualized student achievement of the standards and Schoolwide Learner Outcomes.

Students with special needs, whether in regular education or special education, all work with an IEP and SST. Recently, Morro Bay High School has increased efforts to facilitate the successful inclusion of students with IEPs by adopting a team teaching model. This approach places identified students with special needs in mainstream classes that are taught by a highly qualified teacher (Gen Ed teacher) and an educational specialist (SPED teacher). This model allows students to work with the same content and rigor as their peers with the necessary scaffolding and modifications to ensure success. Based on students' individual needs and IEP, case managers use a variety of options to promote mainstream inclusion. Students join classes independently, have aide support in class, or join team-taught sections.

Morro Bay High School proudly offers a wide variety of sports that appeals to all types of students. Currently, almost 70% of their student population is involved in athletics. Morro Bay coaches work with each student athlete individually to ensure that they have a plan for athletic success while still maintaining their course work.

The students at Morro Bay High School are very involved in school clubs and activities. Peer Helpers are trained and available to assist students with issues and problems. The

Associated Student Body (ASB) at Morro Bay High School currently has more enrollment than it has in over a decade. ASB sponsors “Club Rush” at the beginning of the year, an event that encourages all students to create and sign up for clubs that represent their own interests in unique identities. Morro Bay High School averages around 30 clubs per year on campus ranging from “The Outdoor Club” to “The Grub Club”. The regional Occupation Program (ROP) provides career and job site opportunities for juniors and seniors. Students participate in school and community competitions such as Skills USA, FFA, and Poetry Out Loud.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Summary

Morro Bay High School is committed to creating an environment where students are able to develop the necessary skills for success in the 21st Century and understanding the variety of college and career choices available to them after high school. This environment is crucial to improving the critical learner need of “preparing students for college and career readiness”. The teachers, administrators, counselors, and staff at Morro Bay High School work closely with the community to ensure that students are ready for the world they will encounter upon graduation.

Areas of Strength

1. The counseling staff at Morro Bay High School constantly interacts with the students population by providing information about college and career choices, individualized scheduling, and mental health support
2. Parents/Guardians at Morro Bay High School are provided clear transparency to their student’s education through back to school nights, access to student grades and assignments, and open door contact with teachers and administrators
3. Students at Morro Bay High School are highly involved in sports, clubs, and extracurricular and co-curricular activities that enhance and enrich their education

Areas of Growth

1. Morro Bay High School should continue to grow programs and clubs such as AVID, ASB, and Link Crew to encourage student involvement and success
2. Morro Bay High School should continue to increase student enrollment in AP and Honors courses to provide a challenging and rigorous curriculum for students
3. Morro Bay High School needs to utilize funds to create new facilities and improve existing facilities.
4. Morro Bay High School needs to improve their SPSA plan to be a subject specific action plan to direct based on yearly test scores, student data, and the LCAP.
5. Morro Bay High School should provide additional scaffolded support to students in the areas of English and Math within classes to close achievement gaps.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. Morro Bay High School teachers have embraced and incorporated Project Based Learning into their curriculum to increase student engagement, collaborative skills, and creativity through engaging teaching practices.
2. Morro Bay High School has increased the use of technology in classrooms by incorporating devices such as chromebooks, iPads, laptops, and web-based platforms into curriculum and instruction
3. Morro Bay High School teachers are encouraged to collaborate with other teachers across campus, both departmentally and cross-curricularly.
4. Morro Bay High School has a variety of CTE courses for the identified CTE pathways, providing students with the opportunity to earn college credits through dual enrollment. There is also a wide range of AP course offerings for students.
5. Morro Bay High School has a strong sense of community pride exhibited and expressed by students, parents, staff and community.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Morro Bay will implement a schoolwide and systematic approach to the analysis of data to drive curricular decisions, refine instructional practices and create both common formative and summative assessments that communicate success criteria to all students.
2. Morro Bay High School will continue to pursue the production of a high quality products from the students and reach out more to industry professionals to determine the standard of by which products should be judged in a contemporary 21st century environment.
3. Optimize Career and College preparation through all related staff to the betterment of all students.
4. A review of campus safety is needed to analyze the physical and staffing resources to best protect and monitor the students, staff, and visitors.
5. There is a need to communicate the school action plan widely to recognize accomplishments and reexamine goals to make adjustments to the overall school program.

Chapter V: Ongoing School Improvement

Chapter Schoolwide Action Plan

Morro Bay High School has created a [Single Plan for Student Achievement](#) (SPSA) that is in direct correlation with their LCAP, district goals, and WASC goals. The SPSA outlines the goals, and tactics that will be used to address their goals, the parties responsible. In some goals there is the presence of timelines for working on the goals, and quarterly checkpoints to monitor progress through data collection. However there is a need to provide additional details in terms of when actions will be monitored and how findings from these discussions would be communicated. The SPSA goals include:

1. SLCUSD students will achieve substantial academic gains in Mathematics
2. SLCUSD students will achieve substantial gains in English Language Arts and Literacy
3. SLCUSD will provide student access to a world-class program for Science, Technology, Engineering, Arts and Mathematics (STEAM) and CTE programs
4. SLCUSD will create an intentional culture of care, intervention, and support for all students
5. SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and prepare for college and career readiness
6. SLCUSD will strengthen the use of the data cycle to improve academic achievement

It is the belief of the visiting team that the staff and administration will continue to work collaboratively in order to accomplish the goals identified in their Single Plan for Student Achievement. There is congruence between the findings of the visiting team and the school's self-study findings. As the action plan is currently written, there is a need to refine goals and monitor the progress towards those goals during each school year. The action plan will need to be refined as data is analyzed to include new accountability and timelines for measuring goals and monitoring the accomplishments of the school. Additionally, the school's leadership should communicate the goals and findings with staff regularly to drive the improvement of the overall school program.