

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Peter J. Zotovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Morro Bay High School
(As it should appear in the official records)

School Mailing Address 235 Atascadero Road
(If address is P.O. Box, also include street address)

Morro Bay California 93442-1597
City State Zip Code+4 (9 digits total)

County San Luis Obispo State School Code Number 40-68809-4034807

Telephone (805) 771-1845 Fax (805) 772-5944

Website/URL <http://mbhs.slcsud.org> E-mail pzotovic@slcsud.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Dr. Edward T. Valentine
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Luis Coastal Unified School District Tel. (805) 549-1334

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Patricia Andreen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 2 Middle schools
 0 Junior high schools
 2 High schools
 3 Other (Charter elementary school, continuation high school, and an adult school)
- 16 TOTAL
2. District Per Pupil Expenditure: \$7,497
 Average State Per Pupil Expenditure: \$6,987

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	120	132	252
2				10	140	119	259
3				11	119	104	223
4				12	109	113	222
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							956

6. Racial/ethnic composition of the students in the school: 79 % White
1 % Black or African American
13 % Hispanic or Latino
6 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 12%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	89
(3)	Total of all transferred students [sum of rows (1) and (2)]	114
(4)	Total number of students in the school as of October 1	956
(5)	Total transferred students in row (3) divided by total students in row (4)	.1192
(6)	Amount in row (5) multiplied by 100	11.92

8. Limited English Proficient students in the school: 3%
26 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Illocano, Spanish, Tagalog

9. Students eligible for free/reduced-priced meals: 19%
Total number students who qualify: 178

10. Students receiving special education services: 7%
63 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 49</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 4</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	3	0
Classroom teachers	36	7
Special resource teachers/specialists	3	2
Paraprofessionals	0	5
Support staff	17	11
 Total number	 59	 25

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. The student drop-off rate has remained relatively consistent over the five years reported. The student dropout rate has gone from two percent to zero percent over the same five years.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	95 %	95 %	94 %	95 %
Daily teacher attendance	96 %	96 %	95 %	94 %	96 %
Teacher turnover rate	22 %	2 %	6 %	11 %	18 %
Student dropout rate (middle/high)	0 %	0 %	1 %	1 %	2 %
Student drop-off rate (high school)	6 %	6 %	4 %	5 %	5 %

14. Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	197
Enrolled in a 4-year college or university	29 %
Enrolled in a community college	58 %
Enrolled in vocational training	2 %
Found employment	2 %
Military service	2 %
Other (travel, staying home, etc.)	1 %
Unknown	6 %
Total	100 %

PART III – SUMMARY

Established in 1959, Morro Bay High School has been an integral part of our coastal community for more than forty years. Morro Bay, once a quiet fishing town, and Los Osos, a bedroom community to San Luis Obispo, have transformed into vital socio-economic centers of their own. Morro Bay High School is part of the San Luis Coastal Unified School District, and our 43-acre campus is unique in that it is one of only a few schools in the country bordering the Pacific Ocean. MBHS is a four-year comprehensive high school with a current student population of 956 (CBEDS 2005). The mission of MBHS is to challenge each student to achieve his/her maximum potential in the areas of academics, occupational skills, social development and personal growth. Upon graduation, each student is expected to be a critical thinker, effective communicator, and a responsible citizen. Morro Bay High School serves a predominately middle-class community. Our student population reflects the ethnic composition of the small rural towns of Morro Bay and Los Osos.

Though the campus is aging, buildings and grounds are well maintained. The campus has been recently modernized with a new heating system, a new computer lab, security cameras, three P.E./athletic fields, additional space for the agricultural department, and some refurbished classrooms. MBHS was named a California Digital High School Grant recipient, and our students' and teachers' use of technology has blossomed as a result. Numerous co-curricular and extra-curricular activities attest to the fact that over the last five years approximately 85% of our students are actively involved in our school community beyond the classroom. Sixteen clubs offer opportunities for such involvement, with new clubs forming to meet student needs. These co-curricular and extra-curricular activities require substantial commitments of after-school time, whether for practice, competition, or performances. As a result, the MBHS campus is a lively place well into the evening.

Parent support at MBHS is well established. Numerous booster organizations--Aggie Backers, Athletic Boosters, Grad Night Committee, Music Boosters and the Blue and White--offer invaluable financial support to our co-curricular programs. Within the last two years, MBHS and our district has benefited from T.E.A.C.h. (The Endowment for the Advancement of Children), whose purpose is to foster excellence in the San Luis Coastal United School District by providing grants for special classroom projects and materials that benefit students. Parents serve as members of our school Management Team, one of its tasks being to oversee the School Improvement Plan. Parents also serve on the District Reconceptualization Team which was formed to explore opportunities for improvement of the high school experience. Parents have an opportunity to meet with the administration in bi-monthly Principal's Forums as well as attend our Back-to-School and Open House events each year. Parents know that they are a vital part of the school community.

Our focus at MBHS is on every student. We help each individual student become successful in every aspect of the high school experience. Not only are they remarkable scholars, athletes, musicians, artists, and technicians, our students are empowered members of the school community who demonstrate that they are concerned citizens of the world. Our students' California State Academic Performance Index (API) standardized test scores have shown constant growth from 718 in 1999 to 818 in 2005. MBHS is the first high school in San Luis Obispo County to reach the API Statewide Performance Target of 800. All subgroups have met the NCLB AYP targets since the beginning of this program in the 2001-02 school year. Our students' PSAT/SAT/ACT and AP scores are outstanding and have continued to grow each year.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Morro Bay High School participates in the California Assessment System. Several tests in this system are aligned to the California State Standards. One of these aligned tests is the California High School Exit Examination (CAHSEE) which tests students' knowledge in English-Language Arts (ELA) and Mathematics. Grade 10 students' results from this test are used, in part, to determine if a school has met the No Child Left Behind (NCLB) criteria for Adequate Yearly Progress (AYP). All California high school students must pass the ELA and mathematics parts of the CAHSEE with a score of 350 in order to graduate. However, the AYP criterion requires a targeted percentage of students, both school wide and from each numerically significant subgroup, to achieve a level of performance called Proficient. The score for reaching proficient for the CAHSEE is 387 in ELA and 373 for mathematics. For the 2001-02 through 2003-04 school years, the targeted percentage for proficient in ELA was 11.2%, while math was targeted at 10%. In the 2004-05 school year, the targeted percentage for proficient for ELA was increased to 22%, and math was increased to 21%. The next time the targeted percent for proficient in ELA and math will increase will be in the 2007-08 school year. In addition to meeting these required levels of proficiency, a school and each of its subgroups must have a participation rate of 95% or higher.

Percent Proficient or Above Target 02-03 and 03-04 ELA 11% Math 10% 04-05 ELA 22% Math 21%	English-Language Arts % Proficient or Above			Mathematics % Proficient or Above		
Year	02-03	03-04	04-05	02-03	03-04	04-05
• Schoolwide	75	80	83	66	85	75
Subgroups						
• Hispanic	62	57	74	44	61	35
• White	80	85	85	71	90	80
• Socioeconomically Disadvantaged	46	57	59	24	67	50
• English Learners	36	32	57	18	58	43
• Students with Disabilities	29	25	41	19	37	40

Our percent proficient for ELA on the three years reported above have dramatically risen with a few dips in the 2003-04 school year. Our percent proficient for math on the three years reported above have also dramatically risen; however, there was a dip in almost all groups except students with disabilities in the 2004-05 school year. While this dip is lower than the 2003-04 school year, it is still significantly above the ELA and math targeted percent proficient. If our current scores were to remain constant, all groups but one would make the targeted AYP until the 2009-10 school year. As we analyze our results of all our groups we find that the primary reasons for disparities among subgroups are those students whose primary language is other than English and students with disabilities. Individual student academic plans are written for our most challenged learners. Although each subgroup is currently performing above the targeted score for proficient, MBHS has implemented a number of strategies to close the achievement gap which exists between groups. Part V of this application describes in detail the curriculum, instructional methods, and professional development that has been implemented to address our concern regarding the gap between groups. The website where information on the state of California's assessment system can be found is <http://ayp.cde.ca.gov>.

2. **Using Assessment Results:** Assessment results, both state assessment and site assessments, are extensively used to evaluate progress of all students. Our School Improvement Plan (SIP) is formulated by reviewing state and school assessment data. Teachers are given each student's previous year's disaggregated assessment data at the beginning of each semester, identifying students who will need individual academic support by highlighting those students in their roll book and developing an academic plan to help those students improve. This attention to each individual student is a common teacher objective school wide, monitored by site administration through teacher conferences in the fall of each school year. Core and elective departments are given overall results of core department subject clusters from each test so they can evaluate and plan how to improve areas of weakness. All departments write, implement and evaluate common assessments so they can analyze student results and improve student achievement. Addressing the identified achievement gap between subgroups, assessment data has been used to implement intensive programs to support students who need additional support within the school day. In support of our EL population, an ELD English class is in place, and instruction is based on the ELD Standards. Additionally, sheltered math, science and social studies classes are also provided to support the academic growth of our EL population. EL aide support has also been allocated to support this subgroup. To prepare for the CAHSEE Test, tenth grade English teachers review class data and state testing data to recommend tenth grade students who will benefit from a CAHSEE enrichment class. As a result of evaluating our assessment data, a school wide focus to improve students' reading comprehension was prioritized and incorporated in every class. Students who meet the district criteria can take advantage of reading classes to improve their reading skills. We have seen tremendous academic growth by our students because of our attention to and application of assessment results.

3. **Communicating Assessment Results:** Morro Bay High School is part of a small coastal community that celebrates community success. Our two local newspapers have been very active in publishing our school's academic successes, allowing parents, students and community members to understand our goals and achievements. Eight times a year parents receive their student's progress reports or report cards. Counselors and teachers return and make phone calls to parents discussing these reports. Each year parents receive their student's results on all state testing along with details on how to interpret these reports. Four times a year student academic success is acknowledged with a special academic presentation in their classrooms. Teachers review state testing results with their students yearly and classroom assessment results weekly. Other communication vehicles are used within the school, such as: an Academic Award night, daily bulletin announcements, our student produced newspaper, student created and maintained school website, principal's discussion forums, and school newsletters. MBHS has five parent booster clubs. The school's successes and assessment data is shared with each of these groups. Parents and students are members of our school Management Team that analyze the school's assessment data and use this data to write a yearly School Improvement Plan. Parents, students and community members were members of our WASC Accreditation Team that helped analyze data about the school which included student performance and assessment data. They helped us write a WASC accreditation report that received a full six-year accreditation, the highest you can receive. In an effort to make communication even more accessible to our families, each staff member has an active classroom webpage for parents to access classroom information that will help them with their student's success. Counselors review assessment data of students, looking to identify those students who could benefit from further school support. During a weekly counselor meeting, students are identified and a Student Study Team meeting involving the student, parents, and teachers is scheduled.

4. **Sharing Success:** MBHS, through intensive planning, goal setting, and analysis of academic and social student data, has been able to help many of our students meet state and federal academic goals. Because of this hard work focused on student achievement, we have been honored with a six-year WASC Accreditation, California Distinguished School designation, and now the opportunity to become a National Blue Ribbon School. MBHS has been the leader in the county for student academic success and achievement for the last three years. Our school administration and staff have openly shared our strategies and school focus with our central administration, the schools within our district, and schools outside of our district. We have made presentations to our school board, the County Office of Education, and other school district administrative staffs. Benefiting from our small local communities, stakeholders from area schools have many opportunities to meet and collaborate on best practices, School Improvement Plans, and materials that have helped to increase student success. Through the continued development of our school website, one of our goals is to continue to share the path we traveled leading to our students' success. MBHS has openly shared its focus and strategies for student success with other schools in our county and North Santa Barbara County. We have worked very hard to achieve the academic student success that we have experienced, and we can only become stronger if we collaborate with others so we learn new ideas and goals for student success. Currently a plan is in place for the high school principals in this area to meet bi-monthly and talk about our schools with a special emphasis placed on our strategies for our students' academic success. MBHS attends the regularly scheduled county meetings that focus on the California High School Exit Exam, with student success as the main objective.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** All departments have aligned curriculum to our California State Academic Content Standards (SACS), the California High School Exit Exam (CAHSEE), and we meet or surpass the minimum high school graduation requirements of the state of California. All departments have provided evidence that the math and/or English standards are integrated into their courses. Common instructional calendars and common assessments ensure that all students are being taught the essential SACS. With very few exceptions, all courses required for graduation in English, mathematics, science, social studies, foreign language and art are college prep, honors or Advanced Placement. All core textbooks and supplemental materials are new and are aligned with the SACS.

Our academic core departments are English, math, social studies and science. Students are required to pass four years of required English courses. There is an English Language Development (ELD) class for students needing ELD support and there are Special Education courses for students with disabilities in all core subjects. These courses are also aligned to the state standards. The English department provides a two-tier reading skills program for at-risk students. English elective courses include, Creative Writing, Classical Mythology, Speech, Theatre, Journalism, Newspaper, and Peer Communication.

Students are required to take three years of mathematics; however, many take four. All students must pass Algebra I which is a state of California graduation requirement. We have a strong college preparatory mathematics program that comprises the usual sequence of Algebra I through AP Calculus and AP Statistics. Our mathematics department ascertained that at-risk students would benefit from an Algebra I course that would cover two years instead of one.

Students are required to take three years of core social studies courses which are either college prep, honors or AP. These courses are World History and Culture, U.S. History/Geography and Culture, American Government, and Economics and ROP Agriculture Economics. Electives are Psychology, Sociology, and ROP Criminal Justice.

Students are required to take two years of science either through the agriculture or science departments. These courses are physical science or biology. The difference between the two is that the agricultural courses are designed for students who have a strong desire to pursue a future in agriculture. Many students take additional science courses. These courses, which are college prep, honors or AP, are Chemistry, Physics, Anatomy and Physiology, and Microbiology/Marine Biology. Electives are Amateur Naturalist, Astronomy, Agricultural Mechanics, Ornamental Horticulture, ROP Floral Design, ROP Greenhouse, ROP Landscape Maintenance, and ROP Small and Large Animal Management.

There is a one year foreign language and/or visual and performing arts graduation requirement that all students must take. Students are encouraged to enroll for three years in foreign language to be competitive entering college. Three foreign language programs are offered: Spanish, French and Latin. Each foreign language has four levels, with AP courses offered in all three languages. The focus of the Art Department's curriculum is on building artistic skills, the ability of students to critically analyze art work, and to appreciate the visual expressions of different art mediums and cultures. The following courses are in the art department and are college prep: Freehand Drawing, Ceramics, Painting, Photography, and ROP Electronic Media. Additional courses in art are Printmaking, ROP Web Page Design, and ROP Professional Imaging-Digital Photography. Courses in performing arts, which are all college prep, are: Dance, Theatre, Band 9-12, Jazz/Stage Band, Bass Choir, Treble Choir, Concert Choir and Chamber Singers.

Students are also required to take two years of physical education, one semester of health, and one semester of computer applications. The computer application course is taught using the most current system and program, Windows XP and Office 2003. The health and physical education courses and curriculum are currently being aligned with the new California standards in PE and health.

Students must take 155 credits from the required departments listed above. Additionally,

they must take 75 elective credits. MBHS also offers courses in the following departments: Business/Computer, Home Economics Careers and Technology, and Industrial Technology.

2. **English:** The English Department's curriculum is aligned to the California State Academic Content Standards (SACS), and the California High School Exit Exam (CAHSEE), where each 9-12 high school receives its AYP state score. Students are required to pass four years of curriculum-based English instruction through college prep, honors, AP, EL, or special education classes. Additional elective courses are: Intensive and Strategic Reading, Creative Writing, Classical Mythology, Speech, Theatre, Journalism, Newspaper and Peer Communication. Newly adopted English textbooks, workbooks and supplemental materials are also aligned to the SACS. Our School Improvement Plan (SIP) emphasizes that all grade level teachers create common calendars and common assessments that help them monitor student success and embed English standards into the curriculum. Annually, students take a District Direct Writing Assessment (DWA). The results give both the student and teacher information on how to improve individual writing skills. The Accelerated Reader/Star Program manages and tracks students' improvement through the department's leisure reading requirement. Six years ago, MBHS started a program to embed reading into every course so that we could raise every students' reading score. Two years ago, a new two-tiered reading program was introduced that uses NCLB approved reading programs. All students who met the district criteria to enter this program were given the opportunity to take one of two specialized reading courses. Both courses target decoding, vocabulary building and comprehension skills for each student. The Intensive Reading Course was created to help students who test far below basic and below basic on the state English Content Standard Test (CST). This course supports many of our EL and special education students who need more coral and oral pronunciation and vocabulary building of grade level words. This course is built around the SRA Corrective Reading Program. The Strategic Reading Course uses Read Naturally which emphasizes comprehension and test taking skills for below basic and basic skills students.

3. **Mathematics:** The Morro Bay High School mathematics department is committed to supporting our school's mission statement in the areas of academics, occupational skills, social development and personal growth. We have a strong college preparatory mathematics program that comprises the usual sequence of Algebra I through AP Calculus and AP Statistics. Our students have the option of taking an embedded honors program that requires them to extend their effort and knowledge by completing extra challenging problems daily and on exams. Our mathematics students practice critical thinking daily. Our program engages the students in several areas. Comprehension is shown through illustrating figures, demonstrating applications, summarizing processes and relating previously learned materials to new concepts. Students apply their knowledge when they select appropriate methods of solution or model real work situations. When students simplify a complex process into a more comprehensible scheme or draw a conclusion about a class of functions they are using analysis. Synthesis is in use when students formulate a plan for solving a problem or for predicting a future result. When students justify a result or prove/disprove a theorem, they are using evaluation. An applied mathematics course is offered for post geometry students entering the community college or the world of work. This course presents its mathematical content in an application format using five different sectors of the economy; agriculture and agribusiness, business and marketing, health occupations, home economics and industrial technology. All of our mathematics courses incorporate some form of cooperative group work either in lessons or quizzes. All students learn to work with a wide range of personalities and skill levels. They demonstrate personal responsibility in completing their portion of the work and in communicating their methods to others.

4. **Instructional Methods:** In addition to the traditional methods of instruction such as direct instruction through lectures, demonstrations, practice follow-up assignments, lab experiments, quizzes, and tests, other instructional methods are employed. All teachers use a variety of questions and strategies to promote thinking skills: compare/contrast, hypothesize, predict, etc. Debates, simulations, and role-play can be found in such courses as English, ROP Criminal Justice, Drama, and Peer Communication. Math, science, English, foreign language courses are just a few using cooperative learning groups to facilitate lesson investigations, reinforcement of skills, and peer modeling. All senior English students are required to write a term paper about a future occupation they would like to enter. They must all do a job shadow as part of their term paper. Students are held accountable through learning contracts in the agricultural science program, and courses such as ROP Teaching Careers, Work Experience, and Workability. Graphic organizers and other visual strategies are utilized to visually explain and/or search for information. Multi-media formats including computers, projectors, monitors, and DVD/VCR machines, are used in every classroom in every department to complete and present research papers, essays, projects and portfolios. All English students participate in the Accelerated Reading/Star Program, designed to motivate students to read and also improve their reading comprehension skills. In addition, hands-on learning can be found in many of our programs: all ROP classes, Art, Home Economics, Auto, Industrial Technology, Computer Technology, and numerous academic classes as well. Hands-on learning facilitates participation in many competitions: California Troubleshooting Contest, local and state writing contests, history and science competitions, and art competitions are a few examples. Computer-Aided Drafting, Auto CAD, Wood Technology, Metal Technology, and our Agricultural Program prepare students in class for local and state competitions. Field trips and guest speakers are an important instructional tool for all departments. Special need students (RSP, EL, 504, etc.) are provided modified instruction, flexible time, and flexible settings both through mainstreamed classes and learning/tutorial settings.

5. **Professional Development:** Each year Morro Bay High School Management Team establishes the performance objectives for our certificated staff. These performance objectives are based on our School Improvement Plan (SIP). The performance objectives align specific SIP growth goals that will assist the teacher in instructional delivery of the California State Standards. At the beginning of each year, each administrator reviews the current year's professional goals and also reviews the past years goals with each teacher to see if they were accomplished. This has been a valuable professional development tool for our school. The State of California has implemented a program to help districts supplement staff development programs with three State funded buy-back days each year. Using our SIP Plan, our Management Team, administration, and teachers decide what professional development opportunities will be the most beneficial to support our staff to help the academic success of all our students. The following is a list of some of the topics of these professional development opportunities: WASC Accreditation work, common instructional calendars, common assessments, teachers' web page development, technology equipment usage, effective reading strategies, analyzing data to improve student success, using effective instructional strategies in the block, establishing benchmark expectations, and CTAP level I and II training. Additionally, many professional development opportunities have been offered through our district and County Office of Education. CLAD training, ELD/SDAIE training, Special Education teacher training, School-to-Career workshops, Blackboard and ETC Portal training, and principal's forums are examples. The Governor's Incentive Awards Funds and district funded professional development activities have allowed us to send certificated staff to English and math workshops to: assist students scoring Far Below Basic and Below Basic on our state testing, AP teacher trainings, CAHSEE training, Accelerator/Star Program training, ROP teacher training, and Beginning Teacher Support & Assessment program training. The impact on student achievement has been remarkable. Student

achievement on state testing has steadily gone up. SAT/ACT scores, AP scores, GSE scores, and the number of students on honor roll have also increased as a result of our professional development plan.

PART VII - ASSESSMENT RESULTS

As we analyze our results of all our groups we find that the primary reasons for disparities among subgroups are those students whose primary language is other than English and students with disabilities. Individual student academic plans are written for our most challenged learners. Although each subgroup is currently performing above the targeted score for proficient, Morro Bay High School has implemented a number of school wide strategies to close the achievement gap which exists between groups.

Subject: English-Language Arts **Grade:** 10 **Test:** California High School Exit Exam (CAHSEE)

Edition/Publication Year: 2001-02, revised each year **Publisher:** Educational Testing Services (ETS)

Year	2004-05	2003-04	2002-03	2001-02
Testing Month March				
Schoolwide Scores				
Number of students tested	222	243	207	79
% of total students tested	100	100	100	100
% Participation rate	100	99	97	100
% Proficient or Above	83	80	75	57
Subgroup Scores				
Hispanic or Latino				
Number of students tested	22	27	21	15
% of total students tested	10	11	10	19
% Participation rate	100	97	92	100
% Proficient or Above	74	57	62	38
White				
Number of students tested	180	176	167	55
% of total students tested	81	72	81	70
% Participation rate	99	99	97	100
% Proficient or Above	85	85	80	61
Socioeconomically Disadvantaged				
Number of students tested	48	54	24	21
% of total students tested	22	22	12	27
% Participation rate	95	99	97	100
% Proficient or Above	59	57	46	35
Students with Disabilities				
Number of students tested	12	21	21	17
% of total students tested	5	9	10	22
% Participation rate	100	100	95	100
% Proficient or Above	41	25	29	5

Note: During the years listed above, no student has been alternatively assessed.

Subject: Mathematics **Grade:** 10 **Test:** California High School Exit Exam (CAHSEE)

Edition/Publication Year: 2001-02, revised each year **Publisher:** Educational Testing Services (ETS)

Year	2004-05	2003-04	2002-03	2001-02
Testing Month March				
Schoolwide Scores				
Number of students tested	224	248	214	90
% of total students tested	100	100	100	100
% Participation rate	100	99	100	100
% Proficient or Above	75	85	66	59
Subgroup Scores				
Hispanic or Latino				
Number of students tested	21	28	21	17
% of total students tested	9	11	10	19
% Participation rate	100	97	92	100
% Proficient or Above	35	61	43	29
White				
Number of students tested	183	180	173	65
% of total students tested	82	73	81	72
% Participation rate	99	99	100	100
% Proficient or Above	80	90	71	64
Socioeconomically Disadvantaged				
Number of students tested	51	55	25	22
% of total students tested	23	22	12	24
% Participation rate	99	99	93	100
% Proficient or Above	50	67	24	40
Students with Disabilities				
Number of students tested	13	20	21	15
% of total students tested	6	8	10	17
% Participation rate	100	96	95	100
% Proficient or Above	40	37	19	5

Note: During the years listed above, no student has been alternatively assessed.