



# Monterey High School

101 Herrmann Dr. • Monterey, CA 93940 • (831) 392-3801 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Monterey Peninsula Unified School District

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#### District Governing Board

Mr. Tom Jennings, President  
Dr. Jon Hill, Clerk Vice President  
Ms. Wendy Root Askew  
Ms. Debra Gramespacher  
Dr. Bettye Lusk  
Ms. Alana Myles  
Dr. Amanda Whitmire

#### District Administration

Dr. PK Diffenbaugh  
**Superintendent**  
Cresta McIntosh  
**Associate Superintendent -  
Educational Services**  
Beth Wodecki  
**Assistant Superintendent -  
Secondary**  
Bijou S. Beltran  
**Assistant Superintendent - Human  
Resources**  
Ryan Altemeyer  
**Associate Superintendent -  
Business Services**  
Marci McFadden  
**Chief of Communications and  
Engagement**

### School Description

Welcome to Monterey High School. At Monterey High School, providing all students with opportunities for a rigorous, relevant education is a priority. Toward that end, in Spring 2016, MHS applied for and was granted candidacy status to the International Baccalaureate (IB) Middle Years Program (MYP) for its 9th and 10th grade. In addition, in Spring 2017 MHS applied for and was granted candidacy to the IB Diploma Program (DP) serving grades 11 and 12. Monterey High offers 16 Advanced Placement courses available for students grades 9-12. In both AP and IB courses, the school's Advancement Via Individual Determination (AVID) program strategies are employed, readying students for college and career with the skills required for success in college and beyond. Since 2011, Monterey High has grown its Career Technical Education (CTE) course offerings. Today, MHS offers over fifteen (15) CTE courses, offering students experiences in project-based learning, internships, and industry-recognized certification. In 2013, Monterey High School was honored as a California Distinguished School.

Monterey High School is also known for its Academies and Career Pathways. Four academies attract students from around the Monterey Peninsula. Marine Science and Biotechnology (MAOS), Health/Medical Careers and Sport Related Science and Technology (SPARC), the Arts (AMP), and Business Entrepreneurship (BETA) are the themes of the academies. Career Pathways are aligned directly to Monterey Peninsula College (MPC) and California State University at Monterey Bay (CSUMB) degree and certificate programs. Both the academies and pathways serve many students' needs and offers challenges and experiences unique to their emphasis. Pathways are offered each of the disciplines: Health and Medical Careers, Biotechnology, Computer Science specializing in Video Game Design and Programming, Automotive Technology, Business Entrepreneurship, and Digital Media Arts have senior capstone courses that can be taken either on the MHS campus or at MPC. Career Pathways link college preparatory courses with technical education in order to graduate students college and career ready.

MHS has completed full implementation of common core math sequencing - Pre-Integrated Math 1, Integrated Math 1, Integrated Math 2 and 2+, and Integrated Math 3 and 3+. In addition, there are numerous fourth year Math courses offered from AP Statistics, AP Calculus AB and BC, Business Math, and Math Analysis. With the coming International Baccalaureate Diploma Programme, there will be additional opportunities such as Mathematics DP Standard Level/Higher Level that will be available to students.

Monterey High provides students with opportunities to travel, both locally and long distance, for enrichment activities that bring academics to life in real-time experiences. Included in the array of field trips are several college visits up and down the State to both public and private schools of interest to our students. Several times each year, colleges and universities visit our students on the MHS campus to discuss college life, entrance requirements, and financial aid and scholarship options.

Monterey High School continues improving student achievement through California common core implementation, standards-based instruction, common assessments in each department, and a co-teaching model in several academic areas of English, Math, and Science. Monterey High also offers a full-inclusion Special Education model where all students are in the general education environment with appropriate staffing, ensuring a rich learning environment for all students. Teachers use the Gradual Release of Responsibility instructional strategies and Professional Learning Communities to analyze student data and instructional strategies to meet their needs. These communities focus on a cycle of inquiry that drives instructional modifications when necessary to support students in reaching their academic and social goals. Teachers use both authentic and standardized assessment data to support student placement in Advanced Placement, college preparatory, and intervention classes.

The Monterey High School's Positive Behavior Intervention and Supports (PBIS) coupled with Restorative Justice has created a positive culture among all students and staff. With its rich cultural diversity, Monterey High School is beginning to explore its connections and roots and international connectedness. Monterey High School provides all students with rigorous, exciting, and relevant curricular choices that graduate students college and career ready with many choices of project-based learning and critical thinking opportunities.

Monterey High School continues to benefit from rich partnership throughout the community. The school's NJROTC and the Panetta Institute created the region's first high school and Monterey County Reads Program partnership that gives NJROTC seniors the amazing experience of providing reading opportunities for young children. The cadets join other MHS students who attend workshops and panel discussion with national leaders, who are moderated by retired Secretary Leon Panetta. The Monterey Institute of International Studies (MIIS) are participating in a new partnership that will assist MHS in their development of multicultural education. Both the Defense Language Institute (DLI) and the Naval Post Graduate School (NPS) support Monterey High School teaches and students with workshops, lectures, and internships. Industry partners - MBARI, NASA, Apple Computer, Monterey Aquarium, Johns Hopkins, Driscoll and many more support Monterey's Biotechnology, Robotics, and Marine Science studies.

Thomas Newton  
Principal

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	338
Grade 10	336
Grade 11	355
Grade 12	277
<b>Total Enrollment</b>	<b>1,306</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	5.6
Filipino	2.8
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	1.1
White	28.6
Socioeconomically Disadvantaged	52.1
English Learners	5.7
Students with Disabilities	6.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Monterey High School	16-17	17-18	18-19
With Full Credential	64	56	45
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monterey High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	2009, Public Speaking: Concepts & Skills for a Diverse Society - Adopted 2010 Holt, Holt Literature and Language Arts - Adopted 2010 Holt, Elements of Literature World Literature - Adopted 2010 Prentice Hall Literature Series - Adopted 2007 Holt 2009, Holt Literature and Language Arts: Third Course - Adopted 2012 English 3D Kate Kinsella - Adopted 2011 Scholastic Read 180 - Adopted 2013 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	AGS Life Skills Math Mathematics, Pearson 2008 AGS Consumer Mathematics Mathematics, Pearson 2008 AGS Math for the World of Work Mathematics, Pearson 2008 Pre-Integrated Course I 2014Carnegie Math Integrated Course 1, Vol1/Vol2 2014 Cole, Single Variable Essential Calculus 2012 McDougal Littell California Series, Algebra 2 Mathematics 2008 Prentice Hall, Calculus AP Mathematics 2008 Addison Wesley, Precalculus Mathematics 2008 Prentice Hall, Geometry, California Edition Mathematics 2008 Glencoe/McGraw Hill, Geometry: Concepts, Skills... Mathematics 2008 CAHSEE Success 2005 Brooks/Cole Cengage Learning, Introduction to Statistics & Data Analysis 2007 and 2012 (AP) Harcourt Brace, Harcourt Mathematics Program 2008 McDougal Littell, Mathematics Course 1&2 Concepts and Skills 2008 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Prentice Hall 2006, Biology - Adopted 2007                      Addison-Wesley 2005, Biology Concepts and Connections - Adopted 2007                      McDougal Littell 2007, World of Chemistry - Adopted 2007                      Prentice Hall, Chemistry: The Central Science                      Holt, Rinehart &amp; Winston 2007, Earth Science 2007                      McGraw-Hill 2007, Introduction to the World's Ocean 9th Edition - Adopted 2012                      Harcourt Inc 1998, Environment 2nd Edition - Adopted 2011                      McGraw-Hill 2010, Marine Biology 8th Edition - Adopted 2009 Current Publishing 2006, Life on an Ocean Planet - Adopted 2007                      Mosby Yearbook Publishing, Anthony's Textbook of Anatomy &amp; Physiology 16th Edition - Adopted 2001                      Holt, Rinehart &amp; Winston 2006, Physics - Adopted 2007                      Holt, Rinehart &amp; Winston 2007, Physics (Honors) - Adopted 2012                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>McDougal-Littell, World Geography and Cultures - Adopted in 2006                      McGraw-Hill 2010, Human Geography: Landscapes of Human Activities 11th Edition - Adopted in 2012                      McDougal-Littell, The Americans: Reconstruction to the 21st Century - Adopted in 2006                      Houghton Mifflin Co., The American Pageant: A History of the Republic - Adopted in 2006                      Houghton Mifflin Co., The Earth and Its Peoples: A Global History (AP Edition) - Adopted in 2011                      McDougal-Littell, Patterns of Interaction - Adopted in 2006                      McGraw-Hill/Glencoe, US Government: Democracy in Action - Adopted in 2006                      Pearson/Longman 2009, Government in America: People, Politics, and Policy - Adopted in 2011                      McGraw-Hill/Glencoe, Principals and Practices - Adopted in 2006                      Prentice Hall, Principles in Action - Adopted in 2006                      McGraw-Hill, Understanding Psychology - Adopted in 2006                      McGraw-Hill, Sociology and You - Adopted in 2006                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Glencoe/McGraw-Hill, Bon Voyage! - Adopted 2003                      Poemes Pour Le Cours, En Mouvement - Adopted 2003                      McGraw-Hill, In Giro per L'Italia - Adopted 2003                      McDougal Littell, ¡En Espanol! - Adopted 2003                      McDougal Littell 2003, Abriendo Puertas: antologia de literature en Espanol Tomo 1 y 2 - Adopted 2011                      Longman 1993, Una vez mas 2nd Edition - Adopted 2011                      Holt Rinehart &amp; Winston 1997, Encuentros: Primer y Segundo Curso - Adopted 2011                      Pearson/Prentice-Hall 2007, AP Spanish: Preparing for the Language Examination 3rd Edition - Adopted 2011                      Pearson/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispánicas - Adopted 2011                      Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Glencoe, Health - Adopted 2006                      Pearson/AGS Globe, Life Skills - Adopted 2008                      Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit [www.mpusd.net](http://www.mpusd.net) for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	65.0	38.0	39.0	48.0	50.0
Math	34.0	38.0	27.0	27.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.0	23.9	26.9

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	347	337	97.12	64.69
<b>Male</b>	186	179	96.24	58.66
<b>Female</b>	161	158	98.14	71.52
<b>Black or African American</b>	20	19	95.00	52.63
<b>Asian</b>	12	12	100.00	83.33
<b>Filipino</b>	12	11	91.67	90.91
<b>Hispanic or Latino</b>	174	167	95.98	55.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	102	101	99.02	75.25
<b>Two or More Races</b>	25	25	100.00	72.00
<b>Socioeconomically Disadvantaged</b>	176	170	96.59	52.94
<b>English Learners</b>	52	50	96.15	24.00
<b>Students with Disabilities</b>	23	21	91.30	9.52
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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



**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	346	331	95.66	38.18
<b>Male</b>	185	174	94.05	36.42
<b>Female</b>	161	157	97.52	40.13
<b>Black or African American</b>	19	17	89.47	23.53
<b>Asian</b>	12	12	100	75
<b>Filipino</b>	12	11	91.67	63.64
<b>Hispanic or Latino</b>	174	166	95.4	29.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	102	98	96.08	47.96
<b>Two or More Races</b>	25	25	100	36
<b>Socioeconomically Disadvantaged</b>	175	168	96	30.36
<b>English Learners</b>	52	49	94.23	10.2
<b>Students with Disabilities</b>	23	18	78.26	0
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Parents engagement is a top priority at Monterey High School. Our parents are actively involved in all MHS academies. Many parent volunteers are shadowed for the school-to-careers program. Some parents serve as mentors for internships. Monterey High School, administration, staff, and students support the Parent Teacher Student Association (PTSA), School Site Council, and IB advisory and their efforts to improve the quality of our school and community. The PTSA, School Site Council and IB Advisory meet monthly with administration to support groups and events such as Sober Graduation, Booster Clubs, and various fund-raisers. If you are interested in supporting our PTSA or other parent-involved groups, please contact our school. MHS provides parent education seminars on college and career preparation, career pathways, International Baccalaureate options, academies, college preparation and financial aid. Parents chaperone many of activities, are involved in decision-making committees, sit on various committees and advisory boards, and provide voluntary office support services throughout the school year.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **School Safety Plan**

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpusd.net](http://www.mpusd.net).

Highlight's of this school's plan are detailed below.

The school's School Safety Plan is updated each year and provides guidelines for emergencies and disasters. Team leaders are established throughout the campus to ensure student safety and quick responses.

Earthquake, fire, and hostile intruder drills are the topics of our scheduled. The Monterey High School Safety Team works closely with staff and students to update the plan yearly. The fire inspector conducts walk-throughs and meets with administration to ensure that we are abiding by the expectations of the department. Our safety plan is user friendly, providing a model for other districts to follow. Campus monitors, community liaisons, administration, and the school's resource officer monitor the school grounds throughout the day.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.1	3.4	4.1
Expulsions Rate	0.0	0.4	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1
Social Worker	0.0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	1
Average Number of Students per Staff Member	
Academic Counselor	449

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	30.0	25.0	19	12	24	13	11	17	21	22	16
Mathematics	28.0	34.0	27.0	10		17	11	12	24	23	24	18
Science	29.0	34.0	33.0	5	1	4	11	11	11	18	21	21
Social Science	29.0	33.0	33.0	6	3	4	17	11	9	21	29	33

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Teachers are offered multiple opportunities for professional development for district as well as site specific initiatives. With the authorization of both the Middle Years Programme and Diploma Programme, teachers, counselors and administrators have traveled all over the country to participate in intensive workshops to hone and shape their pedagogy and classroom skills to best facilitate student learning. Yearly, the AVID (Advancement via Individual Determination) site team and additional support staff members spend nearly a week engaging in AVID strategy building and helping to push AVID school-wide. Vertical articulation and development is occurring with partnerships with Colton Middle School and the International School of Monterey. These opportunities help to build cohesive and globally focused units that increase the rigor and engagement of all students. Teachers spend time every Wednesday engaged in collaborative groups examining student data and engaging in dialogue focusing on improving student outcomes and sharing best practices. In addition, the school is consistently engaged in collaboration and professional development with the Monterey County Office of Education to ensure the latest research and pedagogical practice is being implemented across all disciplines.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,611	\$304	\$5,307	\$67,496
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-46.1	-0.7
Percent Difference: School Site/ State			-29.2	-12.5

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Monterey High School	2014-15	2015-16	2016-17
Dropout Rate	3.0	2.9	2.7
Graduation Rate	95.7	96.5	94.6
Monterey Peninsula Unified School	2014-15	2015-16	2016-17
Dropout Rate	3.8	3.9	4.4
Graduation Rate	92.8	93.8	88.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	947
% of pupils completing a CTE program and earning a high school diploma	63%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	92%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	64.8

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	3	◆
Foreign Language	1	◆
Mathematics	4	◆
Science	4	◆
Social Science	20	◆
All courses	40	58.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	96.0	88.9	88.7
Black or African American	93.3	85.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	91.7	94.9
Filipino	90.9	97.1	93.5
Hispanic or Latino	95.5	86.0	86.5
Native Hawaiian/Pacific Islander	100.0	90.5	88.6
White	98.0	92.9	92.1
Two or More Races	90.6	94.3	91.2
Socioeconomically Disadvantaged	98.4	90.6	88.6
English Learners	45.5	57.4	56.7
Students with Disabilities	100.0	73.0	67.1
Foster Youth	0.0	50.0	74.1

### Career Technical Education Programs

Monterey High School's Career Technical Education (CTE) programs provide hands-on career education options. The career pathways are carefully developed with local industry advisories to ensure that job options, curriculum, and continued education in each field can be seamlessly accessed upon graduation from high school. We suggest that our students explore these areas through the Career Technical Education (CTE) curriculum coupled with their graduation required courses and/or a-g UC and CSU requirements. Many of the school's CTE courses are articulated with local community colleges. Students begin accumulating college credits and requirements toward industry competency certificates while in high school. CTE courses are the basis for the school's career pathways offered in the following areas of concentration:

ART, DIGITAL MEDIA, and PERFORMANCE Industry Sectors

Digital Media Technology Careers

Journalism/Photo and Journalism Careers

Dance, Drama, and Stage Technology Careers

ENTERTAINMENT and PERFORMANCE Industry Sectors

Professional Dancer Training Careers

Professional Actor Training Careers

HEALTH SCIENCE and MEDICAL TECHNOLOGY Industry Sectors

Biotechnology/Medical Career

Health and Medical Field Careers

PROGRAMMING and DESIGN SYSTEMS Sectors

Computing Programming Careers

Video Game Design Programming Careers

TRANSPORTION and ENGINEERING Industry Sectors

Transportation Technology Careers

Robotics Engineering & Design Careers

MHS' four counselors (academic and college/career) assist students in developing their four-year plans and selecting their pathways of interest using the district's Naviance counseling program.

Planning reflects all coursework from which students can choose. Monterey High offers courses intended to help students prepare for both college and career. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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