



# Seaside High School

2200 Noche Buena • Seaside, CA 93955 • (831) 392-3530 • 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

Seaside High School is located off Highway One on the Monterey Peninsula in the City of Seaside. Incorporated in 1954, Seaside was developed primarily as a single-family community in the 1950s and 1960s. Seaside's proximity to Fort Ord Army base and California State University Monterey Bay, its climate, and range of housing options have made the community a desirable place to live. Seaside overlooks Monterey Bay and has a current population of 34,095.

The mission of Seaside High School is to encourage lifelong learning, create a positive and quality educational environment, foster an atmosphere where culturally diverse groups can share their uniqueness, and provide students with the academic, social, and personal skills for success in a dynamic world.

Seaside High School is a proud member of the New Tech Network and has embarked on transforming learning for all students through project based learning. By offering technology integrated Project

Based Learning we are able to provide a 1:1 computing environment where laptop computers are utilized as a research and learning tool. Teachers focus on providing engaging projects centered on the Common Core Standards and connected to student's personal lives with real world applications. Students work in a collaborative learning environment to master each subject content and to improve their Communication, Aesthetics, Critical Thinking, Creativity and Collaboration skills. The school is in the second year of implementing Project-Based Learning. All students have a Chromebook that they utilize at school and home to engage in learning. By 2018-19, the program will be implemented schoolwide and deepened.

The curricula at Seaside High School are designed to satisfy University of California and California State University requirements and to meet the individual needs of each student. This can take the form of English Language Development, additional assistance in mathematics, or support in completing homework. Course offerings include English, calculus, Spanish, French, computer science, studio art, and U.S. history. Furthermore, students can elect to take specific classes at the Honors and Advanced Placement levels.

Our staff consists of highly qualified and dedicated professionals whose goal is to engage all students in learning and create a foundation for success in high school and for endeavors after graduation. Seaside High School's Schoolwide Instructional Focus (SIF) is based on highly effective strategies that are expected to be evidenced in each classroom.

The Seaside High School Faculty and staff have fully embraced the Professional Learning Community (PLC) model for delivering highly effective instruction to all students. Our faculty and staff work together weekly to share common instructional goals and to ask four important questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when a student already knows it?

Below are additional programs offered at Seaside High School to meet the diverse needs of our students:

- Positive Behavioral Interventions and Supports (PBIS): PBIS is a proactive way for school personnel to organize evidence-based practices, improve implementation of those practices, and maximize academic and social behavior outcomes for all students.
- Scholar Athlete: Scholar Athlete curriculum continues to develop from the initial purpose as an intervention class for struggling athletes. It is now a course in which scholar athletes set personal goals, explore college and career options, and develop study and work skills necessary for academic success.
- Learning Center: Originally developed as a support system for resource students mainstreamed into general education classes, the Learning Center has expanded its service base to include all students at Seaside High School. Regardless of special service designation, all students can use the Learning Center to receive academic support, a quiet testing environment, or work with their peers on special projects or assignments. Resource teachers continue to create opportunities for general education students and resource students to work together for academic success. The Learning Center's secondary outcome is creating access for all students and de-stigmatizing perceptions of support services and the traditional students who receive them.
- Partnership with California State University Monterey Bay (CSUMB) Service Learning Institute (SLI): SHS and CSUMB are working together to create opportunities for high school students to interact and learn from college students, and for college students to learn through service to the community and its youth. The CSUMB Service Learning Institute works with SHS students and teachers providing tutoring, small group and one-on-one instructional support within the general education and resource classroom setting, and help with college applications, personal statements and sharing college experiences.

#### Focus for Improvement

- Seaside High School's administrative team will continue to fully implement Professional Learning Communities (PLC) through the use of assessments that drive academic instruction and increase student achievement.
- Seaside High School's implementation of its Schoolwide Instructional Focus (SIF) of clearly stated objectives, rigorous curriculum, bell to bell instruction and evidence of lesson plan design will continue to allow both the administration and teachers to center on the instructional practices that work best with the diverse learning needs of our student population.
- In combination with PLC's, the implementation of the Schoolwide Instructional Focus has increased the amount of data-driven best practices being used by teachers.
- Seaside High School continues to offer support classes, both during the school day and after school, that are specifically designed to assist students in content areas related to language arts and mathematics.
- Seaside High School continues to provide ongoing professional development to staff in order to more effectively meet the academic needs of our identified subgroups, especially our English Learners.

#### 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 Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	3.0
Filipino	5.6
Hispanic or Latino	70.2
Native Hawaiian or Pacific Islander	2.8
White	7.7
Socioeconomically Disadvantaged	78.6
English Learners	15.5
Students with Disabilities	11.4
Foster Youth	0.1

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	302
Grade 10	285
Grade 11	249
Grade 12	288
<b>Total Enrollment</b>	<b>1,124</b>

## 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			
Seaside High School	16-17	17-18	18-19
With Full Credential	47	47	39
Without Full Credential	2	3	6
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			
Seaside High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	2

\* 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.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 2018  <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0%</b>

**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>Mathematics</b>	<p>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 2014 Carnegie 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 &amp; Data Analysis 2007 and 2012 (AP)  Harcourt Brace, Harcourt Mathematics Program 2008  McDougal Littell, Mathematics Course 1&amp;2 Concepts and Skills 2008  Teacher-Developed Units of Study Supplement - Adopted 2016  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>Science</b>	<p>Prentice Hall 2006, Biology - Adpoted 2007  Addison-Wesley 2005, Biology Concepts and Connections - Adopted 2007  McDougal Littell 2007, World of Chemistry - Adpoted 2007  Prentice Hall, Chemistry: The Central Science  Holt. Rinehart &amp; Winston 2007, Earth Science 2007  cGraw-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 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 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>

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	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 & Winston 1997, Encuentros: Primer y Segundo Curso - Adopted 2011 Pearson/Prentice-Hall 2007, AP Spanish: Preparing for the Language Examination 3rd Edition - Adopted 2011 Perason/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispanicas - Adopted 2011 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%
Health	Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 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%

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	

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
Overall Rating	Good	

## 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	65.0	52.0	38.0	39.0	48.0	50.0
Math	31.0	22.0	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	18.7	15.0	14.0

\* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	222	94.47	51.80
Male	99	93	93.94	45.16
Female	136	129	94.85	56.59
Black or African American	19	18	94.74	33.33
Asian	--	--	--	--
Filipino	13	13	100.00	61.54
Hispanic or Latino	161	154	95.65	49.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.31	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	177	94.65	49.15
English Learners	56	52	92.86	15.38
Students with Disabilities	11	9	81.82	11.11

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	225	95.74	22.32
Male	99	95	95.96	23.16
Female	136	130	95.59	21.71
Black or African American	18	17	94.44	17.65
Asian	--	--	--	--
Filipino	13	13	100	38.46
Hispanic or Latino	161	155	96.27	17.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	12	85.71	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	179	96.24	21.91
English Learners	56	52	92.86	5.88

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, community members, teachers, and students are invited to participate in school activities by joining the Parent Teacher Student Association (PTSA), the English Language Advisory Committee (ELAC); working with the School Beautification Committee; serving on the Academic Advisory Board; and running for election on the School Site Council (SSC). Volunteers plan and attend Sober Grad Night, participate on the Community Task Force, help to organize new student and parent orientations, participate in Back-to-School night, and help out at the school site in the office, library, and classrooms.

### 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.

Each year, the school adopts and approves a Comprehensive School Safety Plan. The plan is reviewed by the School Site Council and submitted to the Monterey County Office of Education and State of California. This plan details how the school, staff and students will respond to emergencies.

Campus monitors are on duty before the beginning of school each day. Their duties include directing traffic and supervising the bus stop area. Seaside High School is a closed campus, and school personnel always direct traffic onto school grounds. We also have a Monterey County probation officer and school resource officer on campus daily. The safety plan is reviewed and revised yearly as we evaluate our processes and procedures.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.1	2.9	3.3
Expulsions Rate	0.0	0.0	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)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	359

\* 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	28.0	25.0	28.0	7	15	11	17	16	13	16	18	20
Mathematics	29.0	31.0	34.0	7	4	2	12	11	13	15	19	19
Science	29.0	29.0	33.0	6	6	3	7	10	6	15	15	22
Social Science	29.0	30.0	30.0	8	5	6	10	11	16	16	21	19

\* 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 take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teachers at Seaside High School participate in a variety of conferences through out the year, including weekly Professional Learning Communities with their grade and subject level colleagues, AVID (Advancement via Individual Determination), and Advanced Placement training. The staff at Seaside High School also participate in monthly professional development as part of staff meetings, and districtwide professional development opportunities.

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	\$5,352	\$71	\$5,281	\$64,464
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-46.6	-5.3
Percent Difference: School Site/ State			-29.7	-17.1

\* 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 level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Seaside High School	2014-15	2015-16	2016-17
Dropout Rate	4.5	3.9	1.1
Graduation Rate	91.1	90.4	92.1
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	600
% of pupils completing a CTE program and earning a high school diploma	33%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90%

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	93.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	50.0

\* 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	1	♦
English	6	♦
Fine and Performing Arts	2	♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	16	♦
All courses	29	48.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	86.5	88.9	88.7
Black or African American	92.9	85.2	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	81.8	91.7	94.9
Filipino	100.0	97.1	93.5
Hispanic or Latino	87.8	86.0	86.5
Native Hawaiian/Pacific Islander	75.0	90.5	88.6
White	73.7	92.9	92.1
Two or More Races	87.5	94.3	91.2
Socioeconomically Disadvantaged	91.7	90.6	88.6
English Learners	52.8	57.4	56.7
Students with Disabilities	46.2	73.0	67.1
Foster Youth	0.0	50.0	74.1

## Career Technical Education Programs

Seaside High School offers a variety of Career Technical Education courses that are focused on career preparation. The programs offered at Seaside High School include Culinary Arts, Emergency Medical Technician, Auto Shop, Mill Cabinet, and Administration of Justice.

## 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.