



Seaside High School

2200 Noche Buena • Seaside, CA 93955 • (831) 392-3530 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Monterey Peninsula Unified School District

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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 Honors, Advanced Placement or Dual Enrollment courses with our local community college.

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.
- Learning and Gear UP 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.
- AVID: AVID is a nationally recognized organization that provides curriculum to help students who want to go to college develop the skills and a plan necessary to achieve their goal. Students in AVID are traditionally the first in their family to be college ready and/or come from underrepresented groups in higher education. During the AVID elective course students receive academic and social/emotional support necessary to be successful in the most rigorous courses.
- New Tech Network Project Based Learning and Co Teaching: New Tech network works with schools and communities to transform schools into innovative learning environments with the goal of creating learning opportunities for everyone that are authentic in which students work collaboratively to solve real world problems with a community focus. Through this lens students will engage in learning in 21st century classrooms with two teachers to increase the opportunities to learn and work collaboratively with their peers
- *Integrated Mathematics and Computer Science: See Tessa*
- *Clubs and Organizations* See Ross
- *English Language Learners New Comer Program* See Monge

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.
- Seaside High School offers deeper learning opportunities with 90 minute block classes. Block classes provide students with more access to electives so that they can be college and career ready while also diving deeper into project based learning.
- 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	268
Grade 10	318
Grade 11	259
Grade 12	276
Total Enrollment	1,121

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.1
Asian	3
Filipino	5.8
Hispanic or Latino	69.6
Native Hawaiian or Pacific Islander	2.9
White	8.7
Two or More Races	3.7
Socioeconomically Disadvantaged	74.9
English Learners	15.3
Students with Disabilities	12.1
Foster Youth	0.2
Homeless	10.4

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 for Seaside High School	17-18	18-19	19-20
With Full Credential	47	39	43
Without Full Credential	3	6	8
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Seaside High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2019, 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>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 MPUSD created Units of Study Instructional Materials reviewed August 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<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 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 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<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 & 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 & Physiology 16th Edition - Adopted 2001 Holt, Rinehart & Winston 2006, Physics - Adopted 2007 Holt, Rinehart & Winston 2007, Physics (Honors) - Adopted 2012 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	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 MPUSD created Units of Study Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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 Pearson/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispánicas - Adopted 2011 Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Hands-on, project-based visual and performing arts, Band, Orchestra, Chorus The textbooks listed are from most recent adoption: Yes

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%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work 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 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	39	39	37	50	50
Math	22	17	27	26	38	39

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
 Grades Five, Eight, and Ten**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	23.5	19.8	18.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	254	242	95.28	38.59
Male	128	121	94.53	33.33
Female	126	121	96.03	43.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.00	63.16
Hispanic or Latino	188	179	95.21	37.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.86	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	198	96.12	36.55
English Learners	73	69	94.52	8.82
Students with Disabilities	22	21	95.45	19.05
Homeless	30	27	90.00	10.00

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 2018-19 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	254	243	95.67	16.94
Male	128	124	96.88	14.63
Female	126	119	94.44	19.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.00	42.11
Hispanic or Latino	188	180	95.74	11.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.86	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	199	96.60	15.15
English Learners	73	69	94.52	2.94
Students with Disabilities	22	20	90.91	10.00
Homeless	30	28	93.33	6.67

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 2019-20)

We provide many opportunities for parent involvement. On the School Site Council, parents help develop our school site plan and advise us on the best use of specific funding from the state. Parents of our English learners share their ideas to improve their children's academic program through our English Language Advisory Committee.

Parents volunteer their help for such extracurricular activities as athletics, clubs, and school dances. Parents consistently come forward to chaperone dances, help in the office, provide treats for staff on special days, and develop International Days or Science Fair projects. New members and their talents are always needed and welcomed. Teachers welcome volunteers, especially for field trips and special projects. To find out more about how you can help, please contact our principal, Aaron Sanders at (831) 392-3530.

Seaside High School also offer a Parent University, for our families which is a series of extraordinary classes and community events designed to support families in the creation of new learning possibilities in their children's lives. Decades of research shows that when families are involved in their child's education, children succeed academically. Classes include Attendance/Truancy, Technology, Drug awareness, financial aid and College Systems. Community events for the whole family are scheduled twice per year and include a focus on District resources and programs.

Additionally, we communicate with parents through a variety of methods, including, but not limited to Parent Square, Daily Bulletins, Social Media, Monthly Newsletters and in person. If you are interested in learning more or volunteering at SHS please stop by our main office for additional information

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.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	3.3	5.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	373.7

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	15	16	18	28	11	13	20	33	6	10	21
Mathematics	31	4	11	19	34	2	13	19	36	6	7	16
Science	29	6	10	15	33	3	6	22	25	14	14	10
Social Science	30	5	11	21	30	6	16	19	33	3	7	22

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

As a New Tech Network Project Based Learning school we explicitly provide time for teacher to improve their teaching skills and to extend their knowledge of the subjects they teach every year. 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, English Development, Co-teaching and Project Based Learning workshops. In partnership with Seaside Middle we aim to vertically articulate our students by solving real world problems. Students and staff are supported on site throughout the year by a full time academic coach and a part time ELD coach. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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)

Rate for Seaside High School	2015-16	2016-17	2017-18
Dropout Rate	3.9	1.1	1.6
Graduation Rate	90.4	92.1	90.7

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,361	99	5,262	64,598
District	N/A	N/A	8,757	\$67,601.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-49.9	-5.3
School Site/ State	-29.7	-17.1

Note: Cells with N/A values 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.

Rate for Monterey Peninsula Unified	2015-16	2016-17	2017-18
Dropout Rate	3.9	4.4	5.3
Graduation Rate	93.8	88.4	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	93.04
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.29

Career Technical Education Programs

Seaside 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:

Transportation Technology Careers

Robotics Engineering & Automotive Technology Careers

Digital Media

Digital Media Technology Careers

Building and Construction

Construction and Woodworking Careers

Public Services

First Responder and EMT Careers

Hospitality, Tourism and Recreation

Culinary and Hospitality Careers

SHS' 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. Seaside High offers courses intended to help students prepare for both college and career.

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.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	6	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics		N/A
Science	5	N/A
Social Science	11	N/A
All courses	30	69.5

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

*Where there are student course enrollments of at least one student.