

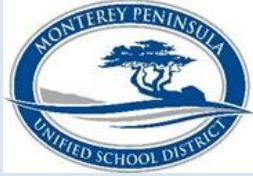


Monterey High School

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

Thomas Newton II, Principal
tnewton@mpusd.k12.ca.us
montereyhigh.mpusd.net

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



Monterey Peninsula Unified School District

700 Pacific St.
Monterey, CA 93942-1031
(831) 645-1200
www.mpusd.net

District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher, Vice
President Clerk

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**

Dr. Manny Nuñez
**Assistant Superintendent - Human
Resources**

Ryan Altemeyer
**Associate Superintendent -
Business Services**

Marci McFadden
**Chief of Communications and
Engagement**

Donnie Everett
**Assistant Superintendent Multi
Tiered Systems of Support**

Mission Statement:

- Through global context and curriculum, students will understand and work toward intercultural understanding and positively impacting our world.
- By building character and fostering relationships, students will feel empowered and prepared to make a difference in our local and global communities.
- Through rigorous courses, extra-curricular and co-curricular opportunities, students will develop skills for success as life-long learners.

Vision Statement:

Monterey High School is committed to advancing global awareness, intercultural understanding, individual empowerment, and local investment for life-long learning opportunities.

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 Programme (DP) serving grades 11 and 12. Monterey High offers 16 Advanced Placement or Diploma Programme 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), and the Arts (AMP), 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 - 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, DP Math Analysis and Approaches SL and HL, Business Math, and Math Analysis.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	341
Grade 10	336
Grade 11	325
Grade 12	348
Total Enrollment	1,350

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.4
Asian	4.5
Filipino	3.1
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	0.8
White	29.3
Two or More Races	7
Socioeconomically Disadvantaged	48.6
English Learners	5.3
Students with Disabilities	6.2
Foster Youth	0.1
Homeless	4.8

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 Monterey High School	17-18	18-19	19-20
With Full Credential	56	45	48
Without Full Credential	2	2	3
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 Monterey 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	0	0	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	<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 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>
Foreign Language	<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 & 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 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>
Visual and Performing Arts	<p>Hands-on, project-based visual and performing arts, Band, Orchestra, Chorus</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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%.

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	65	59	39	37	50	50
Math	38	32	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	24.9	21.0	29.9

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	310	296	95.48	58.98
Male	143	138	96.50	49.28
Female	167	158	94.61	67.52
Black or African American	18	17	94.44	41.18
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	62.50
Filipino	--	--	--	--
Hispanic or Latino	151	145	96.03	49.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	82	94.25	71.95
Two or More Races	30	29	96.67	79.31
Socioeconomically Disadvantaged	151	142	94.04	43.97
English Learners	32	29	90.63	10.71
Students with Disabilities	11	9	81.82	11.11
Foster Youth	--	--	--	--
Homeless	17	16	94.12	5.88

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	310	293	94.52	32.08
Male	143	136	95.10	27.21
Female	167	157	94.01	36.31
Black or African American	18	16	88.89	31.25
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	56.25
Filipino	--	--	--	--
Hispanic or Latino	151	143	94.70	18.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	80	91.95	43.75
Two or More Races	30	30	100.00	53.33
Socioeconomically Disadvantaged	151	142	94.04	14.08
English Learners	32	29	90.63	0.00
Students with Disabilities	11	8	72.73	12.50
Foster Youth	--	--	--	--
Homeless	17	16	94.12	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 2019-20)

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), English Language Advisory Committee (ELAC), 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 instruction, systems 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 the school's 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.

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.

Monterey High School also has trained CERT students and have emergency materials housed in the administration building for quick response to emergencies of all types.

Police and SWAT regularly use Monterey High School as a training facility during non-school hours to stay prepared and also to familiarize themselves with the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	4.1	5.6
Expulsions Rate	0.4	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*	450.0

* 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)	
Other	.6

* 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	30	12	11	22	25	24	17	16	27	17	11	25
Mathematics	34		12	24	27	17	24	18	30	6	14	24
Science	34	1	11	21	33	4	11	21	31	2	18	17
Social Science	33	3	11	29	33	4	9	33	29	9	16	26

* 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			

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. In addition, regular vertical and horizontal collaboration and professional development occurs weekly and quarterly to ensure alignment of curriculum and standards mastery. 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 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,678	245	5,433	71,076
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	-46.8	-0.7
School Site/ State	-29.2	-12.5

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Monterey High School	2015-16	2016-17	2017-18
Dropout Rate	2.9	2.7	2.8
Graduation Rate	96.5	94.6	95.1

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	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%

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

TRANSPORTATION 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.

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	98.3
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	73.16

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	9	N/A
Social Science	18	N/A
All courses	45	60.5

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

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

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.