

# Central Bay High School (Continuation)

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Central Bay High School (Continuation)
<b>Street</b>	17500 Pesante Rd.
<b>City, State, Zip</b>	Salinas, CA 93907-1552
<b>Phone Number</b>	(831) 663-2997
<b>Principal</b>	Aida Ramirez, Director
<b>Email Address</b>	aramirez@nmcusd.org
<b>School Website</b>	<a href="https://www.nmcusd.org/educationaloptions">https://www.nmcusd.org/educationaloptions</a>
<b>County-District-School (CDS) Code</b>	27738252730141

## 2022-23 District Contact Information

<b>District Name</b>	North Monterey County Unified School District
<b>Phone Number</b>	(831) 633-3343
<b>Superintendent</b>	Kari Yeater
<b>Email Address</b>	kyeater@nmcusd.org
<b>District Website Address</b>	www.nmcusd.org

## 2022-23 School Overview

Central Bay High School is a continuation high school that is designed for students who are 16 years of age and older that are at risk of not receiving a high school diploma due to lack of credits and/or attendance issues. Central Bay High School is accredited by the Western Association of Schools and Colleges Accrediting Commission (WASC). We offer courses that are A-G approved by the University of California. These courses are required for entrance to the University of California and the California State University systems. At Central Bay, we believe it is our role to help students become productive citizens who will contribute positively to their communities.

Central Bay staff are fully committed and focused on our main objective which is to prepare all students for graduation by providing our students with a comprehensive support program. We offer a standards based instructional program, intervention courses to support literacy and mathematical understanding, mental health counseling, academic counseling, and career and vocational guidance as an integral part of our program.

Our Mission: Central Bay High School provides a comfortable and safe environment that provides support services and course work for our students in order for them to graduate from high school and acquire the confidence and skills necessary for their futures as productive citizens, employees, and parents.

Central Bay High School is a Professional Learning Community (PLC). The teachers, counselors and principal meet weekly as a Multi-Tiered System of Supports (MTSS) Team to discuss individual needs of students, review student data and create action plans to address specific needs. During our weekly early release day, we meet to review data, receive training and develop strategies that will improve our instructional program.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	13
Grade 12	35
Total Enrollment	48

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.5
Male	62.5
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	8.3
English Learners	14.6
Foster Youth	0.0
Homeless	22.9
Migrant	2.1
Socioeconomically Disadvantaged	89.6
Students with Disabilities	6.3

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	47.20	149.80	71.45	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.50	2.62	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	24.30	11.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	52.40	7.30	3.49	12115.80	4.41
<b>Unknown</b>	0.00	0.00	22.60	10.82	18854.30	6.86
<b>Total Teaching Positions</b>	2.50	100.00	209.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5		171			
<b>Intern Credential Holders Properly Assigned</b>	0		12			
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0		8			
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0		0			
<b>Unknown</b>	0		0			
<b>Total Teaching Positions</b>	5		191			

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	0
Vacant Positions	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	1.30	0
<b>Total Out-of-Field Teachers</b>	1.30	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.30	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	English 1-McDougal Littell, 2009 English II-McDougal Littell, 2009 English III McDougal Littell,2008 English IV - McDougal Littell, 2002 ELD Immersion Longman, 2001 Edge Reading, Writing & Language Level A , B, and Cengage Edge, 2011 ELD Course I and II Scholastic Inc., 2010 & 2013	Yes	0
<b>Mathematics</b>	College Preparatory Math Core Connections Math I, Core Connections Math II, Core Connections Math III 2015	Yes	0
<b>Science</b>	Integrated Science I- McGraw Hill 4th edition 2012 Integrated Science II- McGraw Hill 6th edition 2012 Integrated Science III- 5th edition 2012, CA Biology-Prentice Hall, 2005 Chemistry-Pearson Prentice Hall, 2007 Conceptual Physics-Pearson Prentice Hall, 2002 Marine Biology -McGraw Hill 9th Edition 2013 AP Biology-Pearson, 2005, Anatomy-Delma Learning 9th Edition 2004	Yes	0
<b>History-Social Science</b>	World History, Culture & Geography: The Modern World, Gr. 10 United States History and Geography: Continuity and Change, Gr. 11 Principles of Economics, Gr. 12 Principles of American Democracy, Gr. 12 (2019)	Yes	0
<b>Foreign Language</b>	Realidades 1, 2, & 3, 1st Edition Prentice Hall, 2008 Conexiones: Comunicacion y Cultura, 3rd Edition, Pearson, 2006 Temas: AP Spanish Language and Culture, Vista High Learning, 2014 Nuevas Vistas Curso de Introduccion-Holt, Reinhart & Winston, 2006		0
<b>Health</b>	Glencoe Health 2014		0
<b>Visual and Performing Arts</b>	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab materials are available		

## School Facility Conditions and Planned Improvements

Central Bay High School has had the following work completed during the summer of 2022: 1) repairs and additions to walkways and asphalt in parking areas 2) remodel restrooms; 3) install new building; 4) safety equipment purchases; and 5) paint and repairs to fixtures

**Year and month of the most recent FIT report**

5/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	5	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	10	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	23	22	95.65	4.35	4.55
<b>Female</b>	--	--	--	--	--
<b>Male</b>	15	14	93.33	6.67	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	19	18	94.74	5.26	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	20	19	95.00	5.00	5.26
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	23	22	95.65	4.35	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	15	14	93.33	6.67	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	19	18	94.74	5.26	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	20	19	95.00	5.00	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	0	NT	12.44	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	42	40	95.24	4.76	0
<b>Female</b>	16	16	100	0	0
<b>Male</b>	26	24	92.31	7.69	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	36	94.74	5.26	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	35	97.22	2.78	0
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Career Technical Education (CTE) programs are not offered at Central Bay High School (CBHS). Students have the option to participate in CTE courses offered on the North Monterey County High School (NMCHS) campus. Students that have an identified career interest that is aligned with a CTE pathway offered at NMCHS are identified and invited to participate in this program. Transportation is provided from the CBHS campus to the NMCHS campus. (See list of courses offered below)

North Monterey County High School Career Technical Education Pathways provide relevant academic and technical coursework leading to industry-recognized credentials and helps students compete for college and careers. The following are Industry Sectors and Pathways available to NMCUSD high school students:

Health Science and Medical Technology Industry Sector  
Patient Care Pathway- Medical Assisting and Sports Medicine

Hospitality, Tourism, and Recreation Industry Sector  
Food Service and Hospitality Pathway- Culinary

Public Service Industry Sector  
Protective Services Pathway- Administration of Justice and Fire Technology

Engineering and Design Industry Sector  
Architectural and Structural Engineering Pathway- Engineering and Robotics

Manufacturing and Product Development Industry Sector  
Metal and Wood Technology Pathway

Transportation Industry Sector  
Vehicle Maintenance, Service, and Repair Pathway

Visual & Performing Arts Sector  
Multimedia Production Pathway  
Music Production Pathway

Our District hosts an Annual Advisory for CTE. The CTE Advisory Chair is Jennifer Skidgel-Clarke, the Executive Director for the California Leafy Greens Board.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

There are several opportunities for parent involvement at Central Bay High School. We have an active School Site Council, which meets on a monthly basis. Parents who are involved in our School Site Council play an important role in shaping the educational program at Central Bay High School. We always encourage parents to become more involved in their children's education by participating in the Cafecito Parent Outreach program and district-wide Parent University Sessions.

**School Site Council (SSC):** All adult members of the Central Bay High School community are eligible to serve on the Site Council. Parents, students, teachers, support staff, and the principal comprise the Central Bay High School Site Council. Except for the principal, who is a permanent member of the council, representatives and officers serve two-year terms. When a vacancy occurs on the council, all members of the constituency are asked to nominate/elect a representative. When a parent-representative election is held, a written notice is sent home with all students in both Spanish and English. Parents/guardians of all students, including Special Education, Title I, and English learners, as well as members of the community who are interested, are encouraged to attend. The School Site Council is in charge of approving all budgets, school plans, the safety plan, and the supplemental educational program at North Monterey County Middle School in order to improve student achievement.

**Cafecitos (Site-level Parent Engagement Meetings)** for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?)

**Districtwide Parent Engagement** by providing Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) through offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline- Including Behavior Strategies, How to Seek Help and Services from the Special Education Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy

## 2022-23 Opportunities for Parental Involvement

Back to School Night, Open House, parent/teacher conferences, parent orientation for incoming students, and 12th grade graduation are other opportunities for parent involvement. School administration provides multilingual communication in English, Spanish and Mixteco (as needed); multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. For more information, parents can also contact the office.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	19		4.2	4.7		8.9	7.8
Graduation Rate		--	76.2		91	92.3		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	21	16	76.2
<b>Female</b>	--	--	--
<b>Male</b>	11	9	81.8
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	21	16	76.2
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	0	0	0.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	12	9	75.0
<b>Socioeconomically Disadvantaged</b>	21	16	76.2
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	69	65	54	83.1
Female	24	23	22	95.7
Male	45	42	32	76.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	63	59	48	81.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	5	5	5	100.0
English Learners	8	8	7	87.5
Foster Youth	0	0	0	0.0
Homeless	13	13	11	84.6
Socioeconomically Disadvantaged	61	59	48	81.4
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	6	4	4	100.0

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.64	2.66	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The staff at Central Bay High School work to provide a safe learning environment for all students. It is our goal to promote respect and responsibility among the Central Bay High School student body through expected student behaviors that result in promoting a safe, caring, and enriching academic learning community. The School Safety Plan is based on an assessment of the current safety status of our school utilizing data from the California Healthy Kids Annual Survey, Average Daily Attendance report, School Based Mental Health Counseling report and the CALPADS Data Report for Suspensions and Expulsions. An analysis of these data determine areas of need and development of goals for the year.

Our staff participate in an annual Emergency Response training and Emergency drills are scheduled throughout the year. Two campus supervisors provide supervision throughout the school day. Our School Based Mental Health counselor provides counseling services to our students that are preventive and that develop student's social-emotional health. The principal meets with staff regularly as a Multi-Tiered System of Support Team (MTSS) to review student progress and to collaborate and address concerns. During these MTSS meetings, student data is reviewed, concerns are identified, and intervention action plans are developed to address student needs.

Our comprehensive school safety plan is developed with faculty, student and parent representatives and is approved annually by our School Site Council in February. The components of the plan include Safety Plan Policies and Procedures, a standardized Emergency Response plan, and a Disaster Plan.

### Elements of the Safety Action Plan:

1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
4. Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)
6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

### Dates for Review and Revision of Annual Safety Plan:

- 12/5/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
- 1/23/23: SSC reviewed data and provided recommendations for School Safety Plan
- 1/30/22: SSC Safety Plan Review and Approval
- 2/23/23 Board Approval

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	11		
Mathematics	4	11		
Science	7	4		
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	7		
Mathematics	4	8		
Science	4	10		
Social Science	6	8		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	6		
Mathematics	5	4		
Science				
Social Science				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,785	\$6,529	\$18,256	\$101,477
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	66.3	26.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	93.9	24.7

## 2021-22 Types of Services Funded

To ensure that students receive effective instruction, Central Bay High School uses resources to implement the following services:

At Central Bay High School a significant majority of students are unduplicated students and therefore there is a need to ensure our curriculum meets the needs of English learners, Special Education students and low income students as it pertains to access and supports which requires additional supplemental materials in multiple languages, consumable materials and duplicates for home and school use. In addition funds are allocated to ensure access to internet from home. This action improves services to identified student groups. Staff are supported to collaborate on data analysis & progress monitoring of student progress to strengthen implementation of formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning. Staff are provided time to collaborate within grade/content level and/or cross-grade/content level Achievement Team protocol in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies. This action results in increased and improved services when focusing data, progress monitoring and targeted strategies and services focused on socio-economically disadvantaged, English learners and Special Education students. Supports are provided to develop project based curriculum with real world application of learning skills throughout every grade level to include enrichment; identify and use different ways for students to show that they have learned; and implement differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration. This increases services and improves services for English Learners and Special Education students of whom are also low income and/or homeless/foster youth.

Central Bay High School programs are funded and supported to provide a real-world focus, to include project based learning experiences and skill development resulting in students having meaningful understanding of what they learn, which supports their success in life after graduation from high school. Students in each grade level develop and apply technology integration skills as evidenced within a digital portfolio. Students develop personal and career goals under guidance of the Academic Counselor using resources from our Virtual Career Center and participating in college and career on-site presentations. Staff positions are allocated to implement the Central Bay High School services above: Administrator, Academic Counselor, and IT support personnel.

Central Bay High School's MTSS framework is designed to support their Tier I efforts by utilizing collective collaboration among multiple teams in an effort to sustain student support, monitor academic and behavioral progress, communicate with teachers and parents, and refer students for additional services. Our MTSS and SART (Student Attendance Review) Teams, in addition to the Tier 1 Team, implement a response to intervention model of providing students with the necessary services at the appropriate levels of support. The Central Bay High School site has adopted and implemented restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Funds are allocated to provide a physically welcoming campus environment that promotes learning and interactions that are positive and engaging. Multiple staff positions are allocated to implement the Central Bay High School services above: Administrative Assistant, Campus Safety Monitors, Board Certified Behavior Analyst, Coordinator for Special Services, Coordinator for Behavior Intervention & Supports, Coordinator for Child Welfare, Foster Youth and Homeless, Coordinator for Social Work, School Based Mental Health Counselors, Migrant Education Assistant, and School Psychologist.

Funding is allocated to provide Central Bay High School parent engagement supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering varying Parenting Series; providing Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?). Services to families include multilingual communication in English, Spanish and Mixteco. We utilize multiple platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visit, and personal calls to ensure contact with all of our families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. Service and contracted programs support programs and provide additional family services and access with the local community. Multiple staff positions and contracted programs are allocated to implement the Central Bay High School services above: Family Resource Center Administrative Assistant, Bilingual clerks, and Bilingual Community Liaison.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,370	\$48,503
Mid-Range Teacher Salary	\$75,136	\$74,912
Highest Teacher Salary	\$103,541	\$100,321
Average Principal Salary (Elementary)	\$130,826	\$122,160
Average Principal Salary (Middle)	\$132,191	\$127,632
Average Principal Salary (High)	\$149,060	\$137,578
Superintendent Salary	\$204,023	\$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Student engagement, social emotional learning and teacher clarity are the primary areas of focus for our staff development efforts. Staff has participated in professional development in the following: Achievement Teams, virtual learning, online platforms, project-based learning, student engagement, Arts Integration workshops, standards based grading and Social Emotional Learning. Professional development is delivered through online trainings, workshops, conferences coaching, and presentations during PLC meetings. All staff have participated in professional development led by Dr. Victor Rios focused on supporting At-Promise students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	37