

North Monterey County Center for Independent Study

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

School Name	North Monterey County Center for Independent Study
Street	17500 Pesante Rd.
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 633-7050
Principal	Aida Ramirez, Director
Email Address	aramirez@nmcusd.org
School Website	https://www.nmcusd.org/educationaloptions
County-District-School (CDS) Code	27738252730125

2022-23 District Contact Information

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

2022-23 School Overview

The North Monterey County Center for Independent Study (NMCCIS) is an alternative school of choice that utilizes independent study as the mode of instruction. NMCCIS is a voluntary K-12 alternative to traditional and continuation schools that was established to provide educational services for students who are experiencing difficulty participating in the traditional school setting and/or who want more individualized and self-regulated instruction. The purpose of NMCCIS is to provide students with individualized blended learning that is tailored to meet the needs of each learner.

At NMCCIS, our students will:

- Be partners in the learning process, along with parents and community
- Be college and career ready by learning to communicate effectively, think critically, and support ideas through problem solving
- Master state academic standards and graduation requirements
- Be independent lifelong learners who take responsibility for themselves and their learning

The mission of NMCCIS is to provide students with:

- Standards-based K-12 educational program with a blended learning model consisting of one-on-one meetings between teachers and students, online learning, and site-based courses
- Technologically integrated course work
- Career and college counseling assistance
- Accredited college prep curriculum, NCAA and UC-approved A-G courses
- Diploma accepted for admission by UC, CSU, private, military, and technical colleges
- Flexible scheduling to accommodate students who travel or work, academically accelerated students and those concurrently enrolled in community college, amateur and professional student athletes, and students with diverse learning styles

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	14
Grade 2	13
Grade 3	9
Grade 4	13
Grade 5	7
Grade 6	15
Grade 7	11
Grade 8	28
Grade 9	14
Grade 10	31
Grade 11	33
Grade 12	61
Total Enrollment	270

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	70.0
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.5
White	24.4
English Learners	19.3
Foster Youth	0.0
Homeless	14.1
Migrant	2.6
Socioeconomically Disadvantaged	67.8
Students with Disabilities	7.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	30.44	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	12.82	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	56.61	7.30	3.49	12115.80	4.41
Unknown	0.00	0.00	22.60	10.82	18854.30	6.86
Total Teaching Positions	7.40	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11		171			
Intern Credential Holders Properly Assigned	0		12			
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0		8			
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	11		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	0.90	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.90	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	4.20	0
Total Out-of-Field Teachers	4.20	01

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.00	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.80	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

Reading/Language Arts	K-6: Benchmark Advance 7-8: McDougal Littell -Language of Literature (2009) 9-12 New Cal Standards Lit. Anthologies- McDougal-Littel	Yes	0%
Mathematics	K-5: CA CCSS Expressions-Houghton Mifflin Grades 6-8 Go Math! 9-12 College Preparatory Math	Yes	0%
Science	K-8: Amplify Science 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
History-Social Science	K-5: Reflections-Harcourt, Gr. 6 History Alive The Ancient World Gr. 7 Teachers' Curriculum Institute (TCI)-History Alive! (2019), Gr. 8 McGraw Hill Impact California Social Studies (2019) 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
Foreign Language	K-8: No foreign language is taught. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Health	K-8: Teacher developed health units. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Visual and Performing Arts	K-8: Arts Integration Lesson Units 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Science Laboratory Equipment (grades 9-12)	K-8: n/a Sufficient lab materials are available		0%

School Facility Conditions and Planned Improvements

North Monterey County Center for Independent Study 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	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
All Students	126	112	88.89	11.11	22.73
Female	59	52	88.14	11.86	37.25
Male	67	60	89.55	10.45	10.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	90	81	90.00	10.00	16.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	23	85.19	14.81	31.82
English Learners	29	28	96.55	3.45	3.57
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	6.25
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	91	81	89.01	10.99	15.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	10	83.33	16.67	--

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
All Students	126	110	87.30	12.70	14.55
Female	59	51	86.44	13.56	19.61
Male	67	59	88.06	11.94	10.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	90	81	90.00	10.00	12.35
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	21	77.78	22.22	19.05
English Learners	29	28	96.55	3.45	10.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	91	80	87.91	12.09	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	10	83.33	16.67	--

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
Science (grades 5, 8 and high school)	NT	14.74	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
All Students	132	96	72.73	27.27	14.74
Female	72	49	68.06	31.94	18.75
Male	60	47	78.33	21.67	10.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	73	76.04	23.96	9.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	15	55.56	44.44	13.33
English Learners	14	13	92.86	7.14	0
Foster Youth	0	0	0	0	0
Homeless	17	15	88.24	11.76	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	76	83.52	16.48	9.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Students age 16 or older are able to enroll in any Career Technical Education programs offered within North Monterey County Unified School District.

(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	5.76
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.84

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	83%	100%	100%	100%	100%
Grade 7	77%	100%	100%	100%	100%
Grade 9	90%	100%	100%	100%	100%

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

Parents at NMCCIS can participate in our School Site Council, English Language Learner Advisory Committee, and our Safety Committee. These meetings help form the decisions made for our school and parent input is a valuable component of our school improvement process.

English Learner Advisory Committee (ELAC): The English Learner Advisory Committee at NMCCIS satisfies state and federal requirements. Monthly meetings are held, and topics of interest to parents are discussed. Dual immersion, literacy, state English proficiency testing, parent/teacher conference expectations, standardized test results, attendance, school safety, and the school budget are among the topics covered. We also offer parent workshops on topics such as discipline, social emotional well-being, and college readiness. The English Learner Advisory Committee (ELAC) at NMCCIS is represented at District English Learner Advisory Committee meetings.

School Site Council (SSC): All adult members of the NMCCIS community are eligible to serve on the Site Council. Parents, students, teachers, support staff, and the principal comprise the NMCCIS 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, and the safety plan in order to improve student achievement. Cafecitos (Site-level Parent Engagement Meetings) are held for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics selected by parents. Districtwide Parent Engagement opportunities are provided through a Parenting Series that supports 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 Special Ed 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

NMCCIS parents form an educational partnership with school staff that is dedicated to fostering students' academic and personal growth. Parents help support rigorous academic goals by ensuring that their students schedule time daily to complete their academic assignments, providing a comprehensive study environment at home and being available to assist with and assess student work completion. It is additionally helpful when parents orchestrate enrichment experiences in the community which support learning in core and elective academic areas. In the elementary and middle school grades it is required that a full-time parent assist with the daily academic goals/requirements of the children being home-schooled. Parents are encouraged to help their children to understand the importance of doing their personal best on all required standardized testing. In the high school grades, it is required that parents assure transportation to students' weekly academic appointments. Parents may also attend student appointments, maintain contact with the teacher via phone or email, actively promote dialog/discourse with students about their curriculum, read and discuss novels along with their student, encourage enrichment excursions into the community and help their adolescents to understand the importance of doing their personal best on all required standardized testing. Events for participation include: Back to School Night, Open House, parent/teacher conferences, parent orientation for incoming students, and 8th grade promotion and 12th grade graduation are other opportunities for parent involvement. Parents receive a weekly parent letter and have access to a weekly student assignment planner. 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		16	5.3		4.2	4.7		8.9	7.8
Graduation Rate		62	86.7		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	65	86.7
Female	50	43	86.0
Male	25	22	88.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	53	43	81.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	18	18	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	29	24	82.8
Socioeconomically Disadvantaged	62	54	87.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	346	330	84	25.5
Female	175	166	44	26.5
Male	171	164	40	24.4
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	1	14.3
Black or African American	3	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	239	230	66	28.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	6	6	0	0.0
White	86	81	15	18.5
English Learners	65	63	14	22.2
Foster Youth	0	0	0	0.0
Homeless	47	45	16	35.6
Socioeconomically Disadvantaged	242	233	70	30.0
Students Receiving Migrant Education Services	8	7	3	42.9
Students with Disabilities	27	26	4	15.4

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	0.58	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

It is our goal to promote respect and responsibility among the North Monterey County Center for Independent Study 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.

The staff at NMCCIS work to provide a safe learning environment for all students. 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.

The administration, certificated staff, classified staff, parents, students, SRO, and School Site Safety Advisory Committee at NMCCIS review and provide input to our school's culture, climate and safety policies on an annual basis. The current discipline policy at NMCCIS is available in the Parent/Student Handbook which is posted on the school's website. Dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing are all covered by our policy, as are the consequences and prevention/intervention progressive discipline supports. At the time of enrollment, we explicitly share our discipline policy with students and parents. The following health support staff assist students with their mental health and well-being: School psychologist and School-based mental health counselor.

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:

- 12/7/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
- 1/25/23: SSC reviewed data and provided recommendations for School Safety Plan
- 2/1/23: SSC council Safety Plan Review and Approval
- 2/23/23: Board Approval

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	1		
Other	4	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	6	3		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	14	1		
2	7	2		
3	8	1		
4	13	1		
5	4	2		
6	8	2		
Other	18	1	2	

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	6	12		
Mathematics	3	11		
Science	5	6		
Social Science	6	12		

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	5	25		
Mathematics	3	14		
Science	3	14		
Social Science	6	21		

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	6	5	1	
Mathematics	10	3	1	
Science	10	3	1	
Social Science	5	9	1	

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	0

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	\$8,519	\$850	\$7,669	\$72,035
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-17.8	-7.5
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	15.1	-9.4

2021-22 Types of Services Funded

This school receives funding to provide services and programs for students who are English Learners, Low Income and/or Foster Youth. Student services included: School Based Mental Health Counseling, Academic Counseling, Resource Specialist, and Instructional Assistant support. English Language Arts Tutorials and Math Tutorials are provided for students in need of support in these academic areas. A full description of programs provided can be found within the District Local Control Accountability Plan and the School Plan for Student Achievement which is updated annually.

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
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff Development Days are scheduled prior to the start of the school year and during the second Quarter. Weekly Early Release days are scheduled for staff collaboration, planning, and training. 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
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37