

# North Monterey County High School

## 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>	North Monterey County High School
<b>Street</b>	13990 Castroville Blvd.
<b>City, State, Zip</b>	Castroville, CA 95012
<b>Phone Number</b>	(831) 633-5221
<b>Principal</b>	Miguel Ocampo
<b>Email Address</b>	miguel_ocampo@nmcusd.org
<b>School Website</b>	<a href="https://www.nmcusd.org/nmchs">https://www.nmcusd.org/nmchs</a>
<b>County-District-School (CDS) Code</b>	27738252730034

## 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

North Monterey County High School is a school where all youth are given opportunities to grow both academically and socially every day. North Monterey County High School (NMCHS) serves the students of the surrounding communities of Castroville, Moss Landing, Prunedale, Elkhorn and Royal Oaks. Our high school is settled between local communities, family farms, and the Elkhorn Slough; a protected sanctuary and biologically diverse body of water extending miles inland from the Moss Landing Harbor. As of fall 2022, NMCHS housed approximately 1,260 students. Our high school is physically located in the town of Castroville, the heart of one of the most fertile and agriculturally rich areas in the United States of America and is known as the "Artichoke Capital of the World". Our high school is committed to developing students for success during high school and future college, career and civic engagement. NMCHS has a proud reputation for providing a safe and welcoming environment for students, staff, and the community. North Monterey County High School offers a full range of core classes, multiple college and career CTE pathways, elective options, honors and Advanced Placement courses, numerous before and after school enrichment activities, and a full visual and performing arts and athletic program.

North Monterey County High School is part of the larger North Monterey County Unified School District (NMCUSD) community which serves approximately 3,890 students in grades PreK-Adult. A majority of North Monterey County High School students have grown up in our district and its communities. The students enrolled at North Monterey County High School (NMCHS) are representative of the full socio/economic spectrum of North Monterey County. All students are eligible for our Free Breakfast and Lunch Program. People from our area work in all sectors of the agriculture, hospitality, tourism, and service industries. At North Monterey County High School, our mission is to provide a safe learning environment where staff, students, parents, and community accept the responsibility of preparing, empowering, and aspiring all students to apply knowledge, skills and attitudes necessary to become creative problem solvers, to achieve personal success and to contribute responsibly to our diverse and dynamic world.

North Monterey County High School's environment of trust and mutual respect for all people reflects our belief that all students can learn. Department and cohort teams meet weekly in Professional Learning Communities to analyze assessment data and student outcomes, plan and review lessons, create rigorous, standard-based, and collaborative learning progressions, and discuss effective research-based strategies for differentiating instruction and providing appropriate supports for all students. In their classes, students at North Monterey County High School concentrate on the Common Core State Standards and 21st Century Skills (4Cs: communication, collaboration, creativity, and critical thinking). NMCHS employs educational methods that reflect a rapidly changing, diverse, and technologically advanced society. We provide curriculum and programs for our students

## 2022-23 School Overview

that place a strong emphasis on the academic and self-management skills required for career and college readiness.

North Monterey High School student engagement protocols and procedures are grounded in the principles of a Multi-Tiered Systems of Support with a focus on the belief all Condors strive to be present every minute of every day pursuing P.R.I.D.E.. We practice the promotion of student wholeness and positive conditions for learning, a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, the NMCHS staff collectively provide an engaging, safe, and supportive environment that fosters well-being and supports every students' academic, social, emotional, and physical needs. When students feel safe and supported, are interested in what they are learning and find it purposeful, when their curiosity is engaged and they are motivated, achievement improves. NMCHS provides access and opportunity for students to explore their interests, with enriching activities both in and out of the classroom. All stakeholders at NMCHS support creating the conditions of learning so students have the confidence to explore those opportunities.

Our mission for all students at NMCHS is for them to be inspired, purposeful, and prepared for graduation and beyond.

Schoolwide learner outcomes:

All Condors embody PRIDE to create an environment where the Conditions of Learning thrive. In this learning environment all students will grow to be global leaders who:

Investigate the World: Student Leaders who are aware, curious, and interested in learning about the world and how it works.  
Recognize Perspectives: Student Leaders who recognize that they have a particular perspective, and that others may or may not share it.  
Communicate Ideas: Student Leaders who can effectively communicate, verbally and non-verbally, with diverse audiences.  
Take Action: Student Leaders who have the skills and knowledge to not just learn about the world, but also to make a difference in the world.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	346
Grade 10	327
Grade 11	307
Grade 12	275
<b>Total Enrollment</b>	<b>1,255</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.3
Asian	0.6
Black or African American	0.2
Filipino	0.6
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.2
White	8.5
English Learners	19.0
Foster Youth	0.2
Homeless	16.8
Migrant	5.3
Socioeconomically Disadvantaged	83.6
Students with Disabilities	16.5

### 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>	26.00	41.74	149.80	71.45	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.50	4.01	5.50	2.62	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	16.30	26.28	24.30	11.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	1.20	7.30	3.49	12115.80	4.41
<b>Unknown</b>	16.60	26.75	22.60	10.82	18854.30	6.86
<b>Total Teaching Positions</b>	62.30	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>	64		171			
<b>Intern Credential Holders Properly Assigned</b>	7		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>	71		191			

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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	1.30	7
Misassignments	14.90	0
Vacant Positions	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>16.30</b>	<b>7</b>

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	0.70	0
<b>Total Out-of-Field Teachers</b>	<b>0.70</b>	<b>0</b>

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)	30.40	5
<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)	16.70	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 I-McDougal Littell, 2009 EnglishII-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 C-Cengage-Edge, 2011 ELD Course I and II-Scholastic Inc., 2010 & 2013	Yes	0%
<b>Mathematics</b>	College Preparatory Math Math I, Math II, Math III	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	Yes	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		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient equipment available		0%

## School Facility Conditions and Planned Improvements

North Monterey County High School has completed the following work during the summer of 2022: 1) play area updates; 2) solar and electrical repairs and updates; 3) drainage system repairs and updates; 4) renovation/remodel and repairs to multiple rooms; and 5) updates to landscaping.

**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		
<b>Cleanliness:</b>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<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	41	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	3	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>	294	284	96.60	3.40	41.34
<b>Female</b>	137	131	95.62	4.38	50.38
<b>Male</b>	157	153	97.45	2.55	33.55
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	256	250	97.66	2.34	39.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	22	88.00	12.00	59.09
<b>English Learners</b>	37	35	94.59	5.41	2.86
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	56	55	98.21	1.79	31.48
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	254	247	97.24	2.76	38.21
<b>Students Receiving Migrant Education Services</b>	14	13	92.86	7.14	46.15
<b>Students with Disabilities</b>	53	50	94.34	5.66	4.08

## 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>	294	286	97.28	2.72	3.15
<b>Female</b>	137	132	96.35	3.65	2.27
<b>Male</b>	157	154	98.09	1.91	3.90
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	256	252	98.44	1.56	1.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	22	88.00	12.00	13.64
<b>English Learners</b>	37	35	94.59	5.41	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	56	56	100.00	0.00	1.79
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	254	249	98.03	1.97	2.41
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	7.14
<b>Students with Disabilities</b>	53	50	94.34	5.66	0.00

## 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	15.5	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>	553	516	93.31	6.69	15.5
<b>Female</b>	253	236	93.28	6.72	15.25
<b>Male</b>	300	280	93.33	6.67	15.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	487	456	93.63	6.37	13.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	49	43	87.76	12.24	34.88
<b>English Learners</b>	51	47	92.16	7.84	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	87	81	93.1	6.9	7.41
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	452	423	93.58	6.42	13.95
<b>Students Receiving Migrant Education Services</b>	28	26	92.86	7.14	15.38
<b>Students with Disabilities</b>	83	70	84.34	15.66	2.86

## 2021-22 Career Technical Education Programs

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	982
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
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	95.76
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	1.61

## 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	99%	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

There are numerous opportunities for parent involvement at North Monterey County High School. We have an active School Site Council, and English Language Advisory Committee (ELAC), all of which meet on a monthly basis. Parents who are involved in these organizations play an important role in shaping the educational program at North Monterey County 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.

**English Learner Advisory Committee (ELAC):** The English Learner Advisory Committee at North Monterey County Middle School 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 North Monterey County Middle School is represented at District English Learner Advisory Committee meetings.

**School Site Council (SSC):** All adult members of the North Monterey County Middle School community are eligible to serve on the Site Council. Parents, students, teachers, support staff, and the principal comprise the North Monterey County Middle 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

## 2022-23 Opportunities for Parental Involvement

(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 Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy.

Back to School Night, Open House, Winter Family Night, winter and spring band concerts, CTE Symposium, quarterly honor roll assemblies, parent/teacher conferences, sports events, parent orientation for incoming students, AVID program informational meetings, end-of-season sports banquet, 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 in grades 9 and 10. 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.

Parents are offered the opportunity to attend school-wide virtual townhall meetings, adolescent health and wellness meetings and in-person attendance workshops six times throughout the year. These meetings focus on the importance of creating a healthy and equitable school environment promoting the conditions of learning through student engagement, attendance and safety. These meetings include presentations by community partners and our counseling team on topics related to social-emotional issues, substance abuse, adolescent development, and digital citizenship. Parents are provided an opportunity to participate in school support by being actively involved in the Band Booster Club, Academic Clubs and the new Parent-Teacher Organization (PTO).

### 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
<b>Dropout Rate</b>		1.5	3.3		4.2	4.7		8.9	7.8
<b>Graduation Rate</b>		97.1	95.2		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>	269	256	95.2
<b>Female</b>	122	118	96.7
<b>Male</b>	147	138	93.9
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	239	228	95.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	25	23	92.0
<b>English Learners</b>	28	22	78.6
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	115	104	90.4
<b>Socioeconomically Disadvantaged</b>	240	228	95.0
<b>Students Receiving Migrant Education Services</b>	17	15	88.2
<b>Students with Disabilities</b>	38	31	81.6

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1331	1294	500	38.6
Female	609	595	239	40.2
Male	722	699	261	37.3
American Indian or Alaska Native	4	3	0	0.0
Asian	7	7	3	42.9
Black or African American	6	6	2	33.3
Filipino	8	8	1	12.5
Hispanic or Latino	1178	1148	442	38.5
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	3	3	1	33.3
White	117	111	48	43.2
English Learners	256	246	99	40.2
Foster Youth	7	5	3	60.0
Homeless	226	217	94	43.3
Socioeconomically Disadvantaged	1114	1086	434	40.0
Students Receiving Migrant Education Services	69	66	29	43.9
Students with Disabilities	232	222	112	50.5

### 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	4.00	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	0.07	5.33	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	5.33	0.00
Female	3.45	0.00
Male	6.93	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	5.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	6.19	0.00
Socioeconomically Disadvantaged	6.01	0.00
Students Receiving Migrant Education Services	5.80	0.00
Students with Disabilities	8.19	0.00

## 2022-23 School Safety Plan

North Monterey County High School provides a safe and positive learning environment for all students and staff. We have implemented Multi-Tiered System of Supports (MTSS), which includes a comprehensive school safety plan that is reviewed and updated annually with input from staff, students, parents, community members, our campus supervisors, our School Safety Officer (SRO), our Site Safety Advisory Committee and our local fire department. Our school safety plan includes emergency protocols and procedures, vital student roster health information, emergency contact information, emergency drill and evacuation information, threat assessment policies and procedures, and our school's discipline and school conduct policies. All teachers and staff receive training, and monthly emergency practice drills are held throughout the school year to better prepare us for a true emergency. Parents are also given information on what to expect in the event of an emergency.

The administration, certificated staff, classified staff, parents, students, SRO, School Site Safety Advisory Committee, and PRIDE Team at North Monterey County High School review and provide input to our school's culture, climate and safety policies on an annual basis. Annually, a collaborative effort has been made to bring consistency to consistent classroom management practices, rules, policies, and procedures. The current discipline policy at NMCHS is available on the school's website and in the student handbook. 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. During the first week of school and/or at the time of enrollment, we explicitly share our discipline policy and school rules with students and parents. To assist students with their mental health and well-being, the school employs health support staff, two academic counselors, a behavior specialist, two behavior technicians, a school psychologist, a drug and alcohol counselor, and a school therapist. School-based mental health counselors are a preventive resource for students' social-emotional health.

### 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:

- 1/10/23: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
- 1/10/23: School Site Council reviewed data and provided recommendations for School Safety Plan
- 1/18/23 :School Site Council 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	33	7	27	11
Mathematics	31	2	27	8
Science	44	1	14	15
Social Science	30	4	23	8

## 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	26	6	16	4
Mathematics	26	10	7	6
Science	30	2	8	9
Social Science	26	4	8	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	25	9	24	3
Mathematics	24	14	20	
Science	26	6	17	2
Social Science	25	8	16	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	313.75

## 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)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

## 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	\$9,643	\$2,569	\$7,073	\$90,577
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-25.8	15.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	7.0	13.4







To ensure that students receive effective instruction, North Monterey County Middle School uses resources to implement the following services:

At NMCHS 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. Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student supports before, during, and after school. This programming provides students with appropriate and relevant intervention support that is data driven, goal-oriented and meets the needs of students as they progress towards mastery of academic achievement. Multiple staff positions and contracted programs are allocated to implement the NMCHS services above: ASES Coordinator, Curriculum/Instruction Specialist TOSA, Director of Professional Development, Director of Expanded Learning, Director for Learning & Innovation, and the Bilingual/English Learner TOSA.

NMCHS programs are funded and supported to provide beyond school real-world applied coursework, to include work based learning curriculum, and applied or project based learning experiences and skill development resulting in students having meaningful understanding of what they learn, will support their success in life after graduation from high school and where they are related to the work based learning continuum. Resources are allocated to support implementing a Bilingual pathway from TK-12 grade with the goal of obtaining a Seal of Bilingual upon graduation from high school. Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students in each grade level develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. Student Personal and Career Goals and Tracking services provide a vertically aligned student personal interest and related career goal setting and progress monitoring systems that are evidenced within their digital portfolio, and 4-6 year plan for college/career pathways. Contracted services in collaboration with the Academic Counseling department include development of goals and pathways for students through the six year plans which are annually reviewed and monitored over time. Six-year plans include post-secondary articulation, appropriate class selection, and academic interventions as needed to keep students on track. Academic interventions are addressed by the multi-disciplinary team (consisting of the counselors, the AVID Coordinator, the Instructional and EL Specialists, Migrant Education, and the Administrator of Guidance and Academics). Multiple staff positions and contracted programs are allocated to implement the NMCHS services above including Administrator-Guidance Counseling & College/Career Readiness, Bilingual/EL TOSA, Director for Learning & Innovation, Academic Counselors, College & Career Counselor, Data/IT Specialists, World Language Teacher, and Student Advisor/Coordinator of Services.

The NMCHS 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 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 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. Multiple staff positions and contracted programs are allocated to implement the NMCHS services above: Behavior Technicians, Attendance Clerk/Technician, 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, Library Technician, Licensed Clinical Counselor, Licensed Mental Health Counselors, School Based Mental Health Counselors, Migrant Education Assistant, School Psychologist, Psychologist Specialists, and Student Engagement TOSA.

Funding is allocated to provide a NMCHS parent engagement supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering varying Parenting Series; providing Parent Cafecitos for building relationships,

## 2021-22 Types of Services Funded

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

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	11.7
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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	1
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	3
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	8

## Professional Development

The primary areas of focus for our staff development from 2021-2022 to 2022-2023 school years' includes: standards-based learning, student engagement through arts integration, social-emotional learning and equity based instructional strategies, and digital platforms for instruction: including Google Classrooms, Zoom and online curriculum materials. The certificated staff and instructional aides have personalized professional development multiple times throughout the school year. These sessions are part of our annual Professional Development days, or are additional optional days/times made available for staff to take as needed/wanted to continue growth in areas specific to social emotional learning and student engagement. Department teams use data and best practice learning/thinking strategies to review student focus groups and learning over time monthly. The staff are trained in data cycles throughout the year. All staff are encouraged to attend conferences that support school culture and climate (Link Crew, CADA, NASRO), college and career readiness, and learning strategies (AVID, Distance Learning Playbook). All staff have participated in professional development led by Dr. Victor Rios focused on supporting At-Promise students.

Teachers are supported with 1:1 coaching by our Instructional Specialists, mentored by our school administration, and collaborate peer-to-peer as data review teams. The informal and formal observations conducted by school administration are focused keeping district-wide initiatives in the forefront of our school-wide practice. Each department has a teacher who is also an Instructional Leader. The Instructional leader guides much of the teamwork and collaboration time around the expected outcomes from the professional development. All probationary staff have additional coaching/mentoring through credentialing programs have a district or high school staff member who meets with them on a regular basis and records support and growth metrics in our Frontline system. Administration is able to review the coach/mentors progress overall and support as needed.

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