

# Central Bay High School (Continuation)

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 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

## 2021-22 School Overview

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

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

Our Mission: Central Bay High School provides a comfortable and safe environment that provides support services and course work for our students in order for them to graduate from high school and acquire the confidence and skills necessary for their futures as productive citizens, employees, and parents. Our philosophy, as noted in our School Discipline Plan, is to respond proactively to managing student behaviors through use of positive behavior supports (PBS), which recognizes the broad set of relevant variables that can affect a person's behavior (Kennedy, et al., 2001). Behavior is not perceived as existing solely within the individual, but is viewed as an interaction between the environment and the child (Jackson & Panyan, 2002).

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	24
Grade 12	24
Total Enrollment	48

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Hispanic or Latino	91.7
White	8.3
English Learners	16.7
Homeless	31.3
Socioeconomically Disadvantaged	95.8
Students with Disabilities	4.2

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	4

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	4
<b>Total Out-of-Field Teachers</b>	4

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 1-McDougal Littell, 2009 English II-McDougal Littell, 2009 English III McDougal Littell,2008 English IV - McDougal Littell, 2002 ELD Immersion Longman, 2001 Edge Reading, Writing & Language Level A , B, and CCengage Edge, 2011 ELD Course I and II Scholastic Inc., 2010 & 2013	Yes	0
<b>Mathematics</b>	College Preparatory Math Core Connections Math I, Core Connections Math II, Core Connections Math III 2015	Yes	0
<b>Science</b>	Integrated Science I- McGraw Hill 4th edition 2012, Integrated Science II- McGraw Hill 6th edition 2012, Integrated Science III- 5th edition 2012, CA Biology-Prentice Hall, 2005 Chemistry-Pearson Prentice Hall, 2007 Conceptual Physics-Pearson Prentice Hall, 2002 Marine Biology -McGraw Hill 9th Edition 2013, AP Biology-Pearson, 2005, Anatomy-Delma Learning 9th Edition 2004	Yes	0
<b>History-Social Science</b>	World History,Culture &Geography: The Modern World, Gr. 10, United States History and Geography: Continuity and Change, Gr. 11, Principles of Economics, Gr. 12, Principles of American Democracy, Gr. 12 (2019)	Yes	0
<b>Foreign Language</b>	Realidades 1, 2, & 3, 1st EditionPrentice Hall, 2008 Conexiones: Comunicacion y Cultura, 3rd Edition, Pearson, 2006 Temas: AP Spanish Language and Culture, Vista High Learning, 2014 Nuevas Vistas Curso de Introduccion-Holt, Reinhart & Winston, 2006		0
<b>Health</b>	Glencoe Health 2014		0
<b>Visual and Performing Arts</b>	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab materials are available		

## School Facility Conditions and Planned Improvements

Central Bay High School was constructed in 1993. Since then, new construction and building improvements have occurred to further improve the campus. Central Bay High School offers students the facilities necessary to provide an exemplary education. The school also includes adequate equipment and space for safe recreational activities during P.E., lunch and break. The school is cleaned and maintained each day by a custodial staff person.

Year and month of the most recent FIT report

5/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	NT	NT	NT	NT
Female	14	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	NT	NT	NT	NT
Female	14	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
All Students	40	28	70.00%	30.00%	7.50%
Female	13	10	76.92%	23.08%	15.38%
Male	27	18	66.67%	33.33%	3.70%
Hispanic or Latino	39	27	69.23%	30.77%	5.13%

<b>White</b>	1	1	100.00%	0.00%	100.00%
<b>English Learners</b>	5	4	80.00%	20.00%	0.00%
<b>Homeless</b>	10	9	90.00%	10.00%	20.00%
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	37	25	67.57%	32.43%	5.41%
<b>Students with Disabilities</b>	1	0	0.00%	100.00%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
<b>All Students</b>	40	25	62.50%	37.50%	0.00%
<b>Female</b>	13	10	76.92%	23.08%	0.00%
<b>Male</b>	27	15	55.56%	44.44%	0.00%
<b>Hispanic or Latino</b>	39	25	64.10%	35.90%	0.00%
<b>White</b>	1	0	0.00%	100.00%	0.00%
<b>English Learners</b>	5	5	100.00%	0.00%	0.00%
<b>Homeless</b>	10	7	70.00%	30.00%	0.00%
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	37	24	64.86%	35.14%	0.00%
<b>Students with Disabilities</b>	1	0	0.00%	100.00%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	20	NT	NT	NT	NT
<b>Female</b>	--	NT	NT		
<b>Male</b>	12	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	18	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

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

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

Health Science and Medical Technology Industry Sector  
Patient Care Pathway

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

Public Service Industry Sector  
Protective Services Pathway

Engineering and Design Industry Sector  
Architectural and Structural Engineering Pathway

Manufacturing and Product Development Industry Sector  
Welding Technology Pathway

Transportation Industry Sector  
Vehicle Maintenance, Service, and Repair Pathway

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	67
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	100

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.92
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

There are many ways to become involved at Central Bay High School. Parents 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. Another great time to see the school in action is to attend our Fall Back to School Night and our Spring Open House Night. These events are offered each year. These take place in the evening and are a place where teachers, parents, students and community members can discuss and collaborate on key issues involving the educational needs of our students. For more information, please contact our administration office at (831) 663-2997.

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	18.2	--	16.7	7.3	4.2	6.5	9.0	8.9	9.4
<b>Graduation Rate</b>	68.2	--	46.7	89.1	91.0	86.0	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	30	14	46.7
<b>Female</b>	--	--	--
<b>Male</b>	21	9	42.9
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	27	12	44.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	20	10	50.0
<b>Socioeconomically Disadvantaged</b>	30	14	46.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	81	76	43	56.6
Female	26	25	15	60.0
Male	55	51	28	54.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	77	72	42	58.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	13	12	5	41.7
Foster Youth	0	0	0	0.0
Homeless	23	22	12	54.5
Socioeconomically Disadvantaged	75	72	40	55.6
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	5	4	1	25.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.95	0.00	4.08	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.64	2.66	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

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

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

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	8		
Mathematics	3	9		
Science	7	2		
Social Science	11	3		

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

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2020-21 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	24

## 2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$46,038	\$21,383	\$24,655	\$101,941
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	151.4	27.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	98.0	27.8

## 2020-21 Types of Services Funded

This school receives funding through the State's supplemental and concentration grant funding to provide services and programs for students who are English Learners, Low Income and/or Foster Youth. Student services include included: School Based Mental Health Counseling, Academic Counseling, Resource Specialist and Instructional Assistant support. A full description of programs provided can be found within the District Local Control Accountability Plan and the Single School Plan for Student Achievement which is updated annually.

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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$75,136	\$74,665
Highest Teacher Salary	\$103,541	\$98,160
Average Principal Salary (Elementary)	\$129,564	\$118,542
Average Principal Salary (Middle)	\$129,599	\$125,068
Average Principal Salary (High)	\$146,137	\$133,516
Superintendent Salary	\$194,859	\$194,199
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	6%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	38	37	37

# North Monterey County Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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>	<a href="mailto:kyeater@nmcusd.org">kyeater@nmcusd.org</a>
<b>District Website Address</b>	<a href="http://www.nmcusd.org">www.nmcusd.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	2490	NT	NT	NT	NT
<b>Female</b>	1212	NT	NT	NT	NT
<b>Male</b>	1278	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2227	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	11	NT	NT	NT	NT
<b>White</b>	215	NT	NT	NT	NT
<b>English Learners</b>	1005	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	1330	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2103	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	118	NT	NT	NT	NT
<b>Students with Disabilities</b>	287	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	2490	NT	NT	NT	NT
<b>Female</b>	1212	NT	NT	NT	NT
<b>Male</b>	1278	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2227	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	11	NT	NT	NT	NT
<b>White</b>	215	NT	NT		NT
<b>English Learners</b>	1005	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	1330	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2103	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	118	NT	NT	NT	NT
<b>Students with Disabilities</b>	287	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.