

North Monterey County Center for Independent Study

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

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

2021-22 District Contact Information

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

2021-22 School Overview

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

At NMCCIS, our students will:

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

The mission of NMCCIS is to provide students with:

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	2
Grade 3	2
Grade 4	2
Grade 6	5
Grade 7	11
Grade 8	13
Grade 9	10
Grade 10	18
Grade 11	52
Grade 12	54
Total Enrollment	175

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.9
White	31.4
English Learners	8
Foster Youth	0.6
Homeless	11.4
Socioeconomically Disadvantaged	72
Students with Disabilities	5.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6
Unknown	0
Total Teaching Positions	6

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
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

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

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	6
Total Out-of-Field Teachers	6

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
No credential, permit or authorization to teach (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
Reading/Language Arts	K-6: Benchmark Advance 7-8: McDougal Littell -Language of Literature (2009) 9-12 New Cal Standards Lit. Anthologies-McDougal-Littel	Yes	0%
Mathematics	K-5: CA CCSS Expressions-Houghton Mifflin Grades 6-8 Go Math! 9-12 College Preparatory Math	Yes	0%
Science	K-5: Science-McGraw-Hill, Grades 6-8 Amplify Science 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
History-Social Science	K-5: Reflections-Harcourt, Gr. 6 History Alive The Ancient World Gr. 7 Teachers' Curriculum Institute (TCI)-History Alive! (2019), Gr. 8 McGraw Hill Impact California Social Studies (2019) 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
Foreign Language	K-8: No foreign language is taught. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Health	K-8: Teacher developed health units. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Visual and Performing Arts	K-8: Arts Integration Lesson Units 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.		0%
Science Laboratory Equipment (grades 9-12)	K-8: n/a Sufficient lab materials are available		0%

School Facility Conditions and Planned Improvements

North Monterey County Center for Independent Study is currently operating as a virtual e-school, therefore no classrooms are currently used for the school. The administrative facility is shared with Central Bay High School.

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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	88	NT	NT	NT	NT
Female	59	NT	NT	NT	NT
Male	29	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	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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
All Students	88	NT	NT	NT	NT
Female	59	NT	NT	NT	NT
Male	29	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	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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.

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	79	55	69.62%	30.38%	30.38%
Female	54	35	64.81%	35.19%	27.78%
Male	25	20	80.00%	20.00%	36.00%
Hispanic or Latino	51	35	68.63%	31.37%	21.57%

Native Hawaiian or Pacific Islander	2	0	0.00%	100.00%	0.00%
Two or More Races	3	2	66.67%	33.33%	33.33%
White	23	18	78.26%	21.74%	52.17%
English Learners	3	2	66.67%	33.33%	33.33%
Homeless	11	7	63.64%	36.36%	18.18%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	55	40	72.73%	27.27%	29.09%
Students Receiving Migrant Education Services	1	1	100.00%	0.00%	0.00%
Students with Disabilities	4	4	100.00%	0.00%	50.00%

*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
All Students	79	66	83.54%	16.46%	12.66%
Female	54	43	79.63%	20.37%	12.96%
Male	25	23	92.00%	8.00%	12.00%
Hispanic or Latino	51	42	82.35%	17.65%	7.84%
Native Hawaiian or Pacific Islander	2	1	50.00%	50.00%	0.00%
Two or More Races	3	3	100.00%	0.00%	66.67%
White	23	20	86.96%	13.04%	17.39%
English Learners	3	3	100.00%	0.00%	0.00%
Homeless	11	8	72.73%	27.27%	9.09%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	55	48	87.27%	12.73%	9.09%
Students Receiving Migrant Education Services	1	1	100.00%	0.00%	0.00%
Students with Disabilities	4	4	100.00%	0.00%	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
Science (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
All Students	69	NT	NT	NT	NT
Female	33	NT	NT		
Male	36	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

(See list of courses offered below)

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

Health Science and Medical Technology Industry Sector
Patient Care Pathway

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	1
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	97.01
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	8.11

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

Parents at NMCCIS can participate in our School Site Council, English Language Learner Advisory Committee, and our Safety Committee. These meetings help form the decisions made for our school and parent input is a valuable component of our school improvement process. Please contact our administration office at (831) 663-6154, if you are interested in participating.

NMCCIS parents form an educational partnership with school staff that is dedicated to fostering students' academic and personal growth. Parents help support rigorous academic goals by ensuring that their students schedule time daily to complete their academic assignments, providing a comprehensive study environment at home and being available to assist with and assess student work completion. It is additionally helpful when parents orchestrate enrichment experiences in the community which support learning in core and elective academic areas.

In the elementary and middle school grades it is required that a full-time parent assist with the daily academic goals/requirements of the children being home-schooled. Parents are encouraged to help their children to understand the importance of doing their personal best on all required standardized testing.

In the high school grades, it is required that parents assure transportation to students' weekly academic appointments. Parents may also attend student appointments, maintain contact with the teacher via phone or email, actively promote dialog/discourse with students about their curriculum, read and discuss novels along with their student, encourage enrichment excursions into the community and help their adolescents to understand the importance of doing their personal best on all required standardized testing.

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
Dropout Rate	20.7	16.0	13.0	7.3	4.2	6.5	9.0	8.9	9.4
Graduation Rate	65.5	62.0	77.9	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	77	60	77.9
Female	42	36	85.7
Male	35	24	68.6
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	44	30	68.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	31	28	90.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	25	18	72.0
Socioeconomically Disadvantaged	60	45	75.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	205	195	62	31.8
Female	111	107	30	28.0
Male	94	88	32	36.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	129	123	47	38.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	5	5	0	0.0
White	67	63	15	23.8
English Learners	16	15	7	46.7
Foster Youth	1	1	1	100.0
Homeless	24	24	12	50.0
Socioeconomically Disadvantaged	145	139	50	36.0
Students Receiving Migrant Education Services	2	1	1	100.0
Students with Disabilities	12	12	2	16.7

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
Suspensions	0.00	0.00	4.08	0.02	3.47	0.20
Expulsions	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
Suspensions	0.58	2.66	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

It is our goal to promote respect and responsibility among the North Monterey County Center for Independent Study student body through expected student behaviors that result in promoting a safe, caring, and enriching academic learning community. The School Safety Plan is based on an assessment of the current safety status of our school utilizing data from the 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.

The staff at North Monterey County Center for Independent Study work to provide a safe learning environment for all students. Our comprehensive school safety plan is developed with faculty, student and parent representatives and is approved annually by our School Site Council in February. The components of the plan include Safety Plan Policies and Procedures, a standardized Emergency Response plan, and a Disaster Plan.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	1	1		
Other	4	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	6	3		

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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	12		
Mathematics	3	11		
Science	5	6		
Social Science	6	12		

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	25		
Mathematics	3	14		
Science	3	14		
Social Science	6	21		

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	

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)	0
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 teach 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	\$7,741	\$1,329	\$6,412	\$100,187
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	61.1	26.2
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-27.4	26.1

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 to 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. 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 raining.

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
Total AP Courses Offered	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.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	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 Students 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

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

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