

North Monterey County High School

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 High School
Street	13990 Castroville Blvd.
City, State, Zip	Castroville, CA 95012
Phone Number	(831) 633-5221
Principal	Chandalee Wood
Email Address	chandalee_wood@nmcusd.org
School Website	https://www.nmcusd.org/nmchs
County-District-School (CDS) Code	27738252730034

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

North Monterey County High School (NMCHS) opened in 1979 to serve the students of the surrounding communities of Castroville, Prunedale, Moss Landing, and Elkhorn. NMCHS is a comprehensive high school of approximately 1240 students located in one of the most fertile and agriculturally rich areas in the United States. We take pride in the diversity of our community and are committed to providing a safe and supportive learning environment that leads to high achievement and individual excellence. Our ultimate goal is to prepare every student for success in college, career, and life. 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 readiness courses (Schoolwide AVID, Dual Enrollment, Honors and Advanced Placement), integrated Career Technical Education pathway programs, and a visual and performing arts and athletic program.

At 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 core belief is that every student has the right to unrestricted opportunity. 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:

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	348
Grade 10	328
Grade 11	292
Grade 12	289
Total Enrollment	1,257

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	0.1
Filipino	1.1
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.4
White	9.5
English Learners	13
Foster Youth	0.2
Homeless	19.3
Socioeconomically Disadvantaged	80.9
Students with Disabilities	16.1

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)	41
Intern Credential Holders Properly Assigned	6
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5
Unknown	0
Total Teaching Positions	62

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	8
Misassignments	2
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	62

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	English 1-McDougal Littell, 2009 English II-McDougal Littell, 2009 English III-McDougal Littell,2008 English I-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%
Mathematics	College Preparatory Math Math I, Math II, Math III	Yes	0%
Science	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%
History-Social Science	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%
Foreign Language	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	Yes	0%

	Introduccion-Holt, Reinhart & Winston, 2006		
Health	Glencoe Health 2014		0%
Visual and Performing Arts	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013		0%
Science Laboratory Equipment (grades 9-12)	Sufficient equipment available		0%

School Facility Conditions and Planned Improvements

In 2020-2021 North Monterey County High School completed the installation of multiple Solar Panel Carport Covers. Most of the parking stalls at the high school are now covered by solar panel that will provide energy for our high school facilities. Over the summer, WiFi units were placed in the upper staff and student parking lot allowing students the capability of parking on campus and working remotely to download or upload school assignments starting in the Fall 2020. The solar panels provide a light source starting daily at dusk, adding an extra safety component to after school activities. Multiple Classrooms were remodeled for COVID 19 health and wellness precautions. This took place as an effort to prepare our high school for any level of on-campus student instruction phases and supported our ability to pivot quickly to the optimal student on-boarding phase when appropriate. The high school also received a significant amount of directional traffic barriers and signage due to the high level of distribution services provided to the community: nutrition, technology, school supplies and materials. The overall district WiFi bandwidth has increased significantly, including hotspot distribution, providing our students a higher level of connectivity from home and throughout the community. Outside seating was increased for common area usage across the entire campus.

Year and month of the most recent FIT report

5/27/2021

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	269	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	237	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	25	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	84	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	34	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	269	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	139	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	237	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	25	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	84	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	34	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	267	116	43.45%	56.55%	15.36%
Female	129	72	55.81%	44.19%	22.48%
Male	138	44	31.88%	68.12%	8.70%
American Indian or Alaska Native	1	0	0.00%	100.00%	0.00%

Asian	1	0	0.00%	100.00%	0.00%
Filipino	3	0	0.00%	100.00%	0.00%
Hispanic or Latino	235	106	45.11%	54.89%	15.32%
Native Hawaiian or Pacific Islander	2	2	100.00%	0.00%	50.00%
White	25	8	32.00%	68.00%	16.00%
English Learners	19	6	31.58%	68.42%	10.53%
Homeless	42	16	38.10%	61.90%	9.52%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	214	86	40.19%	59.81%	12.15%
Students Receiving Migrant Education Services	13	4	30.77%	69.23%	15.38%
Students with Disabilities	34	6	17.65%	82.35%	5.88%

*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	267	81	30.34%	69.66%	1.50%
Female	129	48	37.21%	62.79%	1.55%
Male	138	33	23.91%	76.09%	1.45%
American Indian or Alaska Native	1	0	0.00%	100.00%	0.00%
Asian	1	0	0.00%	100.00%	0.00%
Filipino	3	1	33.33%	66.67%	0.00%
Hispanic or Latino	235	77	32.77%	67.23%	1.70%
Native Hawaiian or Pacific Islander	2	1	50.00%	50.00%	0.00%
White	25	2	8.00%	92.00%	0.00%
English Learners	19	7	36.84%	63.16%	0.00%
Homeless	42	17	40.48%	59.52%	4.76%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	214	69	32.24%	67.76%	1.87%
Students Receiving Migrant Education Services	13	13	30.77%	69.23%	0.00%
Students with Disabilities	34	3	8.82%	91.18%	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	255	NT	NT	NT	NT
Female	122	NT	NT		
Male	133	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	216	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	74	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

2020-21 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

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
Metal and Wood Technology Pathway

Transportation Industry Sector
Vehicle Maintenance, Service, and Repair Pathway

Computer Science Industry Sector
Programming and Robotics Pathway

Visual & Performing Arts Sector
Multimedia Production Pathway

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	796
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.3
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	93.39
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	49.81

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 and Families are invited to be active participants in our high school. We communicate to Parents through the school app, website, social media outlets, auto-dialer, and marquee. Due to COVID 19 Health measures, during the 2021-2022 school year, all in-person parent and stakeholder engagement opportunities are re-designed into virtual platforms for participation. In an effort to expose parents to academic programming, parents and families are invited to attend two major school-wide virtual evening events in addition to two grade level virtual family night events. The first evening, Night of the Condor is a traditional Back-to-School night (virtual) where parents are able to view teacher websites and review the expectations for each of their youth's classes. In January our Condor Showcase occurs virtually. The Condor Showcase is an integral part of the course selection process which is driven by the students' six year plans. Departments showcase the course pathways, college and career pathways tied to such coursework, share extracurricular opportunities to engage in the specific content area within the school and community, as well as show videos promoting hands on and visual demonstrations tied to the content. In addition, the families of incoming freshman are invited to virtually attend Condor Showcase. In the Spring of 2022 incoming freshmen are invited to come on the high school campus to explore, meet staff, learn about programs available to students, and attend grade specific seminars.

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 2022 Parent-Teacher Organization (PTO).

Parents are active members of the School Site Council which meets monthly and is focused on setting goals for the school as well as setting up and monitoring the School Plan for Student Achievement and Title 1 Funding. The English Learners Advisory Committee (ELAC) is a parent group that performs the important objectives of coordinating the English Learner program within state and federal guidelines and maintaining consistency with the NMCUSD EL Master Plan. Parent's participate in stakeholder surveys and focus groups on the topics of college and career readiness, school culture and climate, and parent education

2021-22 Opportunities for Parental Involvement

workshops. Parent recommendations and support are welcome at NMCHS. We value their voice and desire for their youth to succeed in life after high school.

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	3.6	1.5	3.4	7.3	4.2	6.5	9.0	8.9	9.4
Graduation Rate	95.7	97.1	93.2	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	263	245	93.2
Female	126	122	96.8
Male	137	123	89.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	221	208	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	27	87.1
English Learners	23	19	82.6
Foster Youth	--	--	--
Homeless	101	95	94.1
Socioeconomically Disadvantaged	228	216	94.7
Students Receiving Migrant Education Services	12	10	83.3

Students with Disabilities

40

27

67.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1343	1299	475	36.6
Female	612	588	172	29.3
Male	731	711	303	42.6
American Indian or Alaska Native	4	4	2	50.0
Asian	5	5	0	0.0
Black or African American	2	1	0	0.0
Filipino	15	15	1	6.7
Hispanic or Latino	1169	1138	415	36.5
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	5	5	2	40.0
White	135	123	52	42.3
English Learners	178	173	105	60.7
Foster Youth	3	3	3	100.0
Homeless	261	255	116	45.5
Socioeconomically Disadvantaged	1084	1059	422	39.8
Students Receiving Migrant Education Services	66	66	35	53.0
Students with Disabilities	216	210	129	61.4

C. Engagement**State Priority: School Climate**

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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	7.00	0.07	4.08	0.02	3.47	0.20
Expulsions	0.15	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	4.00	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	0.07	0.00
Female	0.00	0.00
Male	0.14	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	0.09	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

North County High School strives to provide a safe and positive learning environment for all students. North Monterey County High School has an annually updated comprehensive school safety plan. This plan includes incident command procedures, vital student roster health information, emergency contact information, emergency drill and evacuation information, and the high school and school district discipline and school conduct policies. The school discipline plan is reviewed annually with staff, students and parents for clarity and fairness. Emergency Procedures have been developed by the safety committee, working with both the local fire and sheriff's offices to address a variety of emergency response procedures. Emergency plans have been converted to virtual participation due to COVID 19 health measures and school campus closure. Each phase of student onboarding and re-opening has a separate safety plan with specific drill to be practiced with each phase. The School Leadership Team, School Site Council and Associated Student Body along with a committee of certificated staff review and revise the high school discipline guidelines and plan annually. Over the past three years there has been a collaborative effort to bring uniformity to consistent school-wide conditions of learning, classroom management practices, rules, policy and procedures. The current discipline guidelines is on the school's web site and is in the current student handbook. Included in the guidelines are the school conditions of learning expectations, definition of behaviors and consequences, restorative practices, and prevention/intervention support for dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing. The conditions of learning plan and school behavior expectations are explicitly shared with students and parents during the first week of school and reviewed at the beginning of the second semester.

How do we know students are safe? NMCHS uses measures such as: California Healthy Kids Survey, Behavior Data, and qualitative data from the Principal's Student Advisory Council. How do we know students are supported? NMCHS uses measures such as: California Healthy Kids Survey, Link Crew Survey, tutorial support data, counselor log data, mental health support data, AVID data. How do we know students are challenged? NMCHS reflects on results from AP and Dual Enrollment data, PSAT, CAASPP Data, Interim Assessments in Math and English, Student Goal Setting data, 6 year plan data, A-G completion rate, CTE sequence completion rate, instructional rounds and student engagement data. How do we know students are socially capable? NMCHS uses measures such as: athletics and activities data, past community service hour data, athletic student attendance, course completion, graduation rates, and post-graduation surveys indicating plans to attend community college, 4-year college, armed forces participation, law enforcement academy, and/or technical school.

The Code of Conduct 2021-22 is based on five principles that articulate NMCHS' expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own
4. I take pride in promoting a safe and clean learning environment at my school
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

These five principles are referred to as P.R.I.D.E. (Participate, Respect, Integrity, Determination, and Empowered). If students abide by these principles, the learning environment in all schools will be strengthened. The PRIDE concept is the school wide code of conduct and is defined for both classrooms and common areas such as the forum, library, hallways, and bathrooms.

All of these school spaces have the CONDOR PRIDE expected behaviors and clarifying descriptions of what the positive behavior looks like in action. The code of conduct support the overall school conditions of learning, where we strive to create an environment where students are safe, supported, challenged, and socially capable.

The Conditions of Learning and CONDOR PRIDE are part of our overall Multi-Tiered Systems of Support and are the foundation for our school safety plan. The PRIDE team meets monthly and is charged with assessing, monitoring, developing, and promoting consistent school-wide practices. There are multi-disciplinary team meetings on a weekly/bi-weekly basis. The MTSS Team meets weekly to facilitate the response to intervention model of providing students with the needed services at the appropriate levels of support. Students, parents and staff are able to refer a student to the MTSS team. The MTSS team

2021-22 School Safety Plan

reviews the referral and initiates a case-management plan allowing for the student to be transferred to the appropriate extended district resources if needed. Link Crew, a student to student mentoring program, is being fully implemented and supports wrap around support to freshman from the first day orientation and throughout the year by providing upper class leaders who provide academic support, social emotional support, and engage freshman as active, valued students on campus. In addition, Link Crew has trained and supported more than one hundred upper classmen as leaders on campus and are seen as resources to students, families, and the school culture as a whole.

The Assistant Principal of Student Guidance and Instruction provides oversight of the Multi-Tiered Systems of Support; including the Coordination of School Counselors, Student Support Services Team and the MTSS Team. The Assistant Principal of Student Engagement and Instruction provides oversight of the School Safety and Wellness Teams. The Administrative team shares duties regarding discipline and meets to discuss issues regarding student suspension and expulsion. Parent involvement and contact is a part of all issues related to discipline and conflict mediation. The Principal makes determinations for recommended suspensions and expulsions and is a member of the MTSS team. A Mental Health Counselor is present on campus and serves on the MTSS Team. The Mental Health Counselor is referred students who are in need of additional support, providing both individual and small group sessions. Teachers refer students who are identified as needing MTSS support (social-emotional, behavior, attendance and/or academic) using a school-wide form to initiate a review and support plan directed and monitored by the MTSS Team. The MTSS team members support reporting child abuse as needed, determine if a student poses a threat to their own safety or to the safety of the school, and meets with students who are referred by any staff member on campus to the MTSS Team. Wellness Campaigns are organized and promoted school-wide throughout the school year. These include the Anti-Bullying Campaign, the Wellness Campaign (nutrition and health), the Giving Campaign, and the Every Fifteen Minute Campaign in conjunction with community partners.

Law Enforcement Presence

The Monterey County Sheriff's Department assigned a deputy as School Resource Officer (SRO) to the NMCUSD. The SRO has a presence at all schools and maintains an office at the high school. The SRO works closely with the administrators of each school to develop their safety plans. The SRO coordinates and sponsors the Sheriff Explorers Program at the high school.

Before and After-School Activity Programs

The student information system, Synergy, has photos of students and staff members. All staff have accounts in Synergy and can look up student information and see the photo of the student to verify identity. All student records contain emergency contact list information and student health concerns.

North Monterey County High School is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP).

**COVID-19 Safety Measures

High School Staff

All staff are expected to follow Monterey County Health Department and California Department of Public Health orders and guidelines for physical distancing, face covering and hygiene, plus additional measures as noted below.

Do not come to work if you are feeling sick. Perform the NMCUSD Daily Wellness Check . (Also find links to the Daily Wellness Check by scanning the QR code posters). This is a self-check/symptom screening you are to submit daily before work at home or upon arrival at work. Practice required physical distancing (6' or more at all times). Wear a face covering at all times (unless alone in your own office with your door closed).

Practice regular hand washing - 20 seconds - when entering the building, regularly throughout the day, and before exiting. Limit contact with other staff members as much as possible (use the phone, email, etc., when practical).

Do not allow outside visitors onto NMCUSD campuses/sites (exception: essential workers who have been approved by the managing site or department supervisor, when an alternate meeting format is not possible). Maintain clutter free surfaces and workstations for efficient and regular cleaning and disinfecting.

Staff and students are updated on a weekly basis by school administration when the high school shifts phases of student support and on-campus learning. The phases dictate the determination of on-site staff and students and the allocation of our workforce to ensure the safety and wellness of all. The school administration is able to guide personnel through each stage with the support of the district office and safety flowcharts provided. All staff are required to complete mandatory training and all students (when on campus) are required to comply by the county health orders of mask wearing and physical distance measures. Signs are posted throughout the campus, including all entry and exit point, and doorways, reminding members of

2021-22 School Safety Plan

our community to abide by local health ordinances and safety guidelines.

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	29	8	12	22
Mathematics	27	6	27	10
Science	31	3	18	15
Social Science	30	3	10	19

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

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	314.3

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)	4
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
Other	1.7

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	\$10,865	\$2,640	\$8,225	\$89,579
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	82.7	15.1
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-2.6	15.0

2020-21 Types of Services Funded

Services are provided through multi-disciplinary teams and tiered levels of support across the school. The Assistant Principal of Student Services leads a multi-disciplinary team to provide a tiered response to intervention model serving all students in the school in an effort to support social-emotional, behavioral, and attendance related needs of students. The Student Attendance Review Team (SART) process is supported by the coordinator for Family Services and Youth Engagement and the bilingual Community liaison. Community partners and parents are an integral part of the process. There is a progressive intervention model for providing services and support to students, teachers, and families to remove obstacles that are keeping students from academic success. This MTSS team reviews student data and teacher referrals and develops action plans. The process for such collaboration and a MTSS team approach requires consistent communication, monitoring, case management and referral strategies that are continually monitored and revised as needed. In addition, school-wide services are provided to develop and maintain a positive school climate. A Link Crew Coordinator insures full implementation of Link Crew support throughout the year. There are now over one hundred Link Crew leaders actively working with freshman all year long and attending events and professional development with other Link Crew schools. Link Crew works closely with ASB, athletics, and school clubs to insure all student leadership teams interface on common goals.

The Academic Counselors and the Assistant Principal of Guidance and Academics work with post-secondary partners and community members to provide college and career ready opportunities for all students. These services 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 Assistant Principal of Guidance and Academics). Academic Support is provided through in time language aides and special program support staff. We provide before-school and after-school academic support for all students who wish to participate. The academic support program focuses on all content areas in an effort to increase our student achievement. Additional academic support is provided by community and college partners during the school week. All tutoring and academic support is held on the high school campus.

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	10.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	3
Social Science	0
Total AP Courses Offered	4

Professional Development

The primary areas of focus for our staff development from 2019-2020 to 2021-2022 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, zoom and multiple tech applications. 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).

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	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 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

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.