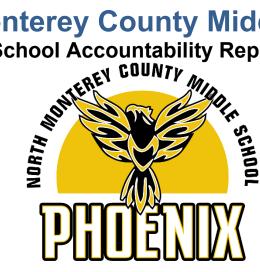# North Monterey County Middle School
2021 School Accountability Report Card

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/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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 Middle School
Street	10301 Seymour St.
City, State, Zip	Castroville, CA 95012-2606
Phone Number	(831) 633-3391
Principal	Marisa Martinez
Email Address	marisa_martinez@nmcusd.org
School Website	https://www.nmcusd.org/nmcms
County-District-School (CDS) Code	27738256026421

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

At North Monterey County Middle School, our mission is to provide a safe learning environment where staff, students, parents, and community accept the responsibility of preparing, empowering, and aspiring all students to apply knowledge, skills and attitudes necessary to become creative problem solvers, to achieve personal success and to contribute responsibly to our diverse and dynamic world. North Monterey County Middle School's environment of trust and mutual respect for all people reflects our belief that all students can learn.

North Monterey County Middle School is a school where all children are given opportunities to grow both academically and socially every day. Our population consists of approximately 639 seventh and eighth grade students. Thirty six percent are English Learners. All students are eligible for our Free Breakfast and Lunch Program.

Department and family cohort teams meet weekly in Professional Learning Communities to analyze assessment data and student outcomes, plan and review lessons, create rigorous, standard-based, and collaborative learning progressions, and discuss effective research-based strategies for differentiating instruction and providing appropriate supports for all students. In their classes, students at North Monterey County Middle School concentrate on the Common Core State Standards and 21st Century Skills (4Cs: communication, collaboration, creativity, and critical thinking). Academic enrichment and elective classes are available to all students during the school day and after school. The Kennedy Center for the Performing Arts and the Youth Cinema Project(YCP) have partnered with our school. Through arts integration, both of these organizations have aided in the development of a comprehensive music and fine arts program. The YCP curriculum's implementation has provided exposure to all of the steps.

North Monterey County Middle School is committed to assisting students in making the transition from elementary to high school by utilizing the Multi-Tiered System of Supports. We work with the "whole" child, addressing academic, behavioral, and social emotional needs. In order to better support our students' needs, our staff is receiving ongoing training in the areas of social emotional learning skills, social awareness, and self-regulation. Our long-term objectives are to instill the values of respect, integrity, service, and excellence (RISE). Our school employs educational methods that reflect a rapidly changing, diverse, and technologically advanced society. We provide curriculum and programs for our students that place a strong emphasis on the academic and self-management skills required for career and college readiness.

2021-22 School Overview

Programs on Campus:
- Electives: AVID, Intermediate & Advanced Band, MESA, Robotics, Astronomy, Speech & Debate, Leadership, Yearbook, History of Sports, Computer Applications, Computer Science, Art, Drama, Introduction to French, Spanish ELA 1, Exploratory, Journalism, and PALS Program - General Ed Students working & supporting Special Ed Students.
- After School Education and Safety Program (ASES)
- Youth Cinema Project
- Health Education
- Arts Integration Coaching with the Sunset Center
- After School Co-Ed Athletic Program
- Intramural Sports Lunch Program
- Lunch Clubs: Gaming, RISE, Technology, Movie, Anime, Guitar, Arts & Crafts, Ceramics, Scholastic Club
- Migrant Ed After School Program
- GIRLS Inc.
- After School Jazz Band
- Mental Health Counseling
- Quarterly dances, community events, spirit weeks, and lunch time activities that are led by the Leadership Students

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	328
Grade 8	351
Total Enrollment	679

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.7
Black or African American	0.1
Filipino	0.3
Hispanic or Latino	91.2
White	7.2
English Learners	35.9
Foster Youth	0.1
Homeless	24.2
Socioeconomically Disadvantaged	85
Students with Disabilities	14.6

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)	26
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2
Unknown	0
Total Teaching Positions	33

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	3
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	3

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	0
Total Out-of-Field Teachers	0

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)	6%
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	McDougal Littell 7th/8th-Language of Literature (2009), Basic w/ ELD Reading & Language arts (2003)	No	0%
Mathematics	Go Math!-Houghton Mifflin (2019)	Yes	0%
Science	Amplify Science (Integrated-2019)	Yes	0%
History-Social Science	Gr. 7 Teachers' Curriculum Institute (TCI)-History Alive! (2019), Gr. 8 McGraw Hill Impact California Social Studies (2019)	Yes	0%
Foreign Language	French: Bien Dit! French 1, Houghton Mifflin Harcourt (2013) Spanish: Realidades & Teacher developed units	No	0%
Health	Teacher developed health units	No	0%
Visual and Performing Arts	Arts Integration Unit Lessons, Art and Music Units	No	0%

School Facility Conditions and Planned Improvements

The middle school site was expanded to accommodate growth, and a joint use gym facility is shared with the local Parks and Recreation department. The campus receives funding for deferred maintenance projects and two new modular classrooms for the Physical Education department. On campus, two shade structures were also installed to provide additional seating during break and lunch.

The carpet in two classrooms was replaced over the summer. As well, our school library and a second staff break room were relocated.

Appropriate class size and enrollment ensure adequate classroom space and facilities, which are required for an effective and safe learning environment. The school provides adequate physical education equipment and play fields for students to engage in safe recreational activities. A full-time custodial staff cleans and maintains the school on a daily basis. The use of a facilities improvement digital application makes it easier for all staff to request maintenance assistance and ensures that our custodial staff responds in a timely manner. To assist in the notification of immediate requests or support, all custodial staff are provided with two-way radios for communication to and from administration and clerical staff.

Year and month of the most recent FIT report	5/26/2021

School Facility Conditions and Planned Improvements

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	675	NT	NT	NT	NT
Female	326	NT	NT	NT	NT
Male	349	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	619	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	46	NT	NT	NT	NT
English Learners	245	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	328	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	570	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	98	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	675	NT	NT	NT	NT
Female	326	NT	NT	NT	NT
Male	349	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	619	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	46	NT	NT	NT	NT
English Learners	245	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	328	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	570	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	98	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	672	519	77.23%	22.77%	47.02%
Female	324	255	78.70%	21.30%	54.32%
Male	348	264	75.86%	24.14%	40.23%
American Indian or Alaska Native	2	2	100.00%	0.00%	50.00%

Asian	5	5	100.00%	0.00%	80.00%
Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	616	476	77.27%	22.73%	46.92%
White	46	33	71.74%	28.26%	41.30%
English Learners	243	171	70.37%	29.63%	22.63%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	163	123	75.46%	24.54%	42.94%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	571	437	76.53%	23.47%	43.96%
Students Receiving Migrant Education Services	28	19	67.86%	32.14%	35.71%
Students with Disabilities	102	71	69.61%	30.39%	12.75%

*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	672	586	87.20%	12.80%	8.93%
Female	324	289	89.20%	10.80%	9.57%
Male	348	297	85.34%	14.66%	8.33%
American Indian or Alaska Native	2	2	100.00%	0.00%	0.00%
Asian	5	5	100.00%	0.00%	20.00%
Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	616	533	86.53%	13.47%	8.44%
White	46	43	93.48%	6.52%	10.87%
English Learners	243	197	81.07%	18.93%	1.65%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	163	134	82.21%	17.79%	7.36%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	571	499	87.39%	12.61%	8.58%
Students Receiving Migrant Education Services	28	28	85.71%	14.29%	14.29%
Students with Disabilities	102	87	85.29%	14.71%	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	346	NT	NT	NT	NT
Female	171	NT	NT		
Male	175	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	314	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	NT	NT	NT	NT
English Learners	101	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	166	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	297	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	54	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

There are numerous opportunities for parent involvement at North Monterey County Middle School. We have an active Parent Teacher Organization (PTO), School Site Council, and English Language Advisory Committee (ELAC), all of which meet on a monthly basis. Parents who are involved in these organizations play an important role in shaping the educational program at North Monterey County Middle School. We always encourage parents to become more involved in their children's education.

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

School Site Council (SSC): All adult members of the North Monterey County Middle School community are eligible to serve on the Site Council. Parents, students, teachers, support staff, and the principal comprise the North Monterey County Middle School Site Council. Except for the principal, who is a permanent member of the council, representatives and officers serve two-year terms. When a vacancy occurs on the council, all members of the constituency are asked to nominate/elect a representative. When a parent-representative election is held, a written notice is sent home with all students in both Spanish and English. Parents/guardians of all students, including Special Education, Title I, and English learners, as well as members of the community who are interested, are encouraged to attend. The School Site Council is in charge of approving all budgets, school plans, the safety plan, and the supplemental educational program at North Monterey County Middle School in order to improve student achievement.

Parent Teacher Organization (PTO): An active group of parents who organize student-centered fundraising events. The entire school community is welcome to join the PTO. Annually, officers are elected. The money raised by PTO activities is used to fund classroom field trips and supplies. Throughout the year, the PTO organizes the Fall Festival as well as several other fundraisers. The PTO works to instill a sense of community and school spirit in families.

2021-22 Opportunities for Parental Involvement

Back to School Night, Open House, Winter Family Night, winter and spring band concerts, book fairs, quarterly honor roll assemblies, parent/teacher conferences, sports events, parent orientation for incoming students, parent workshops and meetings, AVID program informational meetings, end-of-season sports banquet, and 8th grade promotion are other opportunities for parent involvement. The administrative team maintains a vibrant Facebook page and has an open door policy. Connect Ed is the system for communicating about events via phone calls, text messages, and website notifications. Parents receive a weekly parent letter and have access to a weekly student assignment planner. Though precautions related to the COVID-19 Pandemic have prevented parent volunteers from working on campus, in classrooms, and on field trips, it is expected that these opportunities will become available as soon as safety permits. For more information, parents can also contact the office.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	698	691	317	45.9
Female	336	336	133	39.6
Male	362	355	184	51.8
American Indian or Alaska Native	3	3	1	33.3
Asian	5	5	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	631	628	291	46.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	56	52	25	48.1
English Learners	251	249	142	57.0
Foster Youth	3	3	3	100.0
Homeless	168	167	101	60.5
Socioeconomically Disadvantaged	591	586	287	49.0
Students Receiving Migrant Education Services	35	35	23	65.7
Students with Disabilities	103	103	61	59.2

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	11.58	0.00	4.08	0.02	3.47	0.20
Expulsions	0.14	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	6.40	2.66	2.45
Expulsions	0.14	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

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

The administration, certificated staff, classified staff, parents, students, SRO, and RISE Team at North Monterey County Middle School review and provide input to our school's discipline policy on an annual basis. Over the last six years, a collaborative effort has been made to bring consistency to consistent classroom management practices, rules, policies, and procedures. The current discipline policy at NMCMS is available on the school's website and in the student handbook. Dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing are all covered by our policy, as are the consequences and prevention/intervention support. During the first week of school and/or at the time of enrollment, we explicitly share our discipline policy and school rules with students and parents.

The RISE Team at NMCMS meets monthly and is responsible for assessing, monitoring, developing, and promoting consistent school-wide practices that promote a safe and positive school climate. Our MTSS framework is designed to support their Tier I efforts by utilizing collective collaboration among multiple teams in an effort to sustain student support, monitor academic and behavioral progress, communicate with teachers and parents, and refer students for additional services. Our MTSS and SART (Student Attendance Review) Teams, in addition to the RISE Team, meet to facilitate the response to intervention model of providing students with the necessary services at the appropriate levels of support.

To assist students with their mental health and well-being, the school employs two counselors, two behavior technicians, a school psychologist, and a school therapist. School-based mental health counselors are a preventive resource for students' social-emotional health.

In response to the COVID-19 pandemic, the following safety measures were implemented: In the front office, plexiglass barriers and temperature monitoring devices were installed, as well as hand sanitizing stations at entry points, PPE equipment, and disinfecting stations near shared resources. On campus, four new hand washing stations have been installed. Furthermore, social distancing measures were implemented, enforced, and monitored.

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	24	6	17	
Mathematics	23	7	23	1
Science	25	5	29	
Social Science	25	4	29	

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	17	27	10	2
Mathematics	31	1	21	3
Science	23	7	23	
Social Science	22	21	15	2

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	31	2	30	6
Mathematics	32	1	19	5
Science	27	2	23	
Social Science	35	2	24	11

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	339.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average 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	$9,515	$2,130	$7,386	$95,150
District	N/A	N/A	$3,412	$76,984
Percent Difference - School Site and District	N/A	N/A	73.6	21.1
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-13.4	21.0

2020-21 Types of Services Funded

To ensure that students receive effective instruction, North Monterey County Middle School has implemented the following measures:

A multi-tiered support system centered on trauma-informed classrooms. We address the "whole" child's academic, behavioral, and social emotional needs. Each identified student is given an intervention plan to ensure that appropriate strategies to support his or her specific needs are put in place.

North Monterey County Middle School's Academic Counselors provided college and career readiness opportunities for all students. These services include the development of goals and pathways for students through six-year plans that are reviewed and monitored annually. Six-year plans include post-secondary articulation, appropriate class selection, grade checks, and academic interventions as needed to keep students on track.

Students who continue to experience academic, behavioral, or social emotional difficulties despite the intervention plan are referred to an SST meeting to develop an action plan with additional supports. An administrator, academic counselor, mental health therapist, psychologist, classroom teachers, resource team personnel, students, and parents make up the SST. SST meetings are held on an as-needed basis.

Intervention supports are provided through our push-in model that allows inclusive opportunities for all students. Every student has the opportunity to participate in an elective course. Most of these courses are semester long. Some of the most popular elective courses are: AVID, MESA, Art, Yearbook, and Leadership.

English Learner Specialists, Coordinators for Behavior Intervention and Supports, Behavior Technicians, School-Based Social Workers, Mental Health Therapists, Special Education Resource Teachers, and Migrant Program Specialists work with teachers to improve student performance through instructional practices, professional development, and coaching.

Professional development days are a combination of full and partial days available throughout the school year, as listed below.

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%

Professional Development

The primary areas of focus for staff development were learning progressions, success criteria, and data-driven instruction. Because of the distance learning environment created by the COVID-19 closures, more emphasis was placed on professional development on online learning platforms, strategies, and applications. Conferences, workshops, teacher principal meetings, student data analysis, and in-class coaching and debriefing were all used to provide professional development.

Professional development in the following domains were offered:
- Lets Go Learn
- Restorative Justice: Restorative Circles
- Synergy SIS
- Google classroom
- Classroom Management and Student Supports
- Arts integration and student engagement

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 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.