

North Monterey County Middle School

**2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)**



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	North Monterey County Middle School
Street	10301 Seymour St.
City, State, Zip	Castroville, CA 95012-2606
Phone Number	(831) 633-3391
Principal	Daniel Rimmer
Email Address	daniel_rimmer@nmcusd.org
School Website	https://www.nmcusd.org/nmcms
County-District-School (CDS) Code	27738256026421

2022-23 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

2022-23 School Overview

North Monterey County Middle School is a school where all children are given opportunities to grow both academically and socially every day. North Monterey County Middle School (NMCMS) serves the students of the surrounding communities of Castroville, Moss Landing, Prunedale, Elkhorn and Royal Oaks. Our middle school is settled between local communities, family farms, and the Elkhorn Slough; a protected sanctuary and biologically diverse body of water extending miles inland from the Moss Landing Harbor. As of fall 2022, NMCMS housed approximately 659 students. Our middle school is physically located in the town of Castroville, the heart of one of the most fertile and agriculturally rich areas in the United States of America and is known as the "Artichoke Capital of the World". Our middle school is committed to developing students for success in high school and future in college, career and civic engagement. NMCMS has a proud reputation for providing a safe and welcoming environment for students, staff, and the community. North Monterey County Middle School offers a full range of core classes, multiple college and career elective options, honors courses, numerous before and after school enrichment activities, and a full music and athletic program.

North Monterey County Middle School is part of the larger North Monterey County Unified School District (NMCUSD) community which serves approximately 3,890 students in grades PreK-Adult. A majority of North Monterey County Middle School students have grown up in our district and its communities. The students enrolled at North Monterey County Middle School (NMCMS) are representative of the full socio/economic spectrum of North Monterey County. All students are eligible for our Free Breakfast and Lunch Program. People from our area work in all sectors of the agriculture, hospitality, tourism, and service industries. At North Monterey County 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. 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).

North Monterey County Middle School is committed to assisting students in making the transition from elementary to middle 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 receives 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	333
Grade 8	314
Total Enrollment	647

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.9
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	6.6
English Learners	46.1
Foster Youth	0.2
Homeless	28.0
Migrant	5.6
Socioeconomically Disadvantaged	87.8
Students with Disabilities	11.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	67.95	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.62	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	9.62	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.21	7.30	3.49	12115.80	4.41
Unknown	3.00	9.62	22.60	10.82	18854.30	6.86
Total Teaching Positions	31.20	100.00	209.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30		171			
Intern Credential Holders Properly Assigned	3		12			
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2		8			
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	35		191			

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	2
Misassignments	3.00	2
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	3.00	4

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	1.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.60	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.10	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

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%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The middle school site has had the following work completed during the summer of 2022: 1) playground updates 2) drainage system repairs and maintenance; 3) solar project work; 4) flooring repairs and replacement; 5) paint and repairs to fixtures; 6) fencing; and 7) safety equipment purchases.

Year and month of the most recent FIT report

5/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	10	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	626	619	98.88	1.12	29.08
Female	301	297	98.67	1.33	32.32
Male	324	321	99.07	0.93	26.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	575	569	98.96	1.04	28.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	42.11
English Learners	264	261	98.86	1.14	7.28
Foster Youth	--	--	--	--	--
Homeless	170	168	98.82	1.18	26.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	552	546	98.91	1.09	26.56
Students Receiving Migrant Education Services	32	32	100.00	0.00	28.13
Students with Disabilities	74	70	94.59	5.41	7.14

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	627	617	98.41	1.59	9.72
Female	302	296	98.01	1.99	7.77
Male	324	320	98.77	1.23	11.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	576	568	98.61	1.39	9.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	16.22
English Learners	264	261	98.86	1.14	1.53
Foster Youth	--	--	--	--	--
Homeless	170	167	98.24	1.76	7.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	552	545	98.73	1.27	8.44
Students Receiving Migrant Education Services	32	32	100.00	0.00	15.63
Students with Disabilities	74	69	93.24	6.76	5.80

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.83	NT	12.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	295	98.01	1.99	9.83
Female	142	140	98.59	1.41	8.57
Male	159	155	97.48	2.52	10.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	282	277	98.23	1.77	8.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	25
English Learners	121	120	99.17	0.83	0
Foster Youth	0	0	0	0	0
Homeless	75	75	100	0	10.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	260	98.48	1.52	8.08
Students Receiving Migrant Education Services	14	14	100	0	7.14
Students with Disabilities	38	34	89.47	10.53	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	96%	95%	91%	89%	96%
Grade 9	N/A	N/A	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.

2022-23 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 by participating in the Cafecito Parent Outreach program and district-wide Parent University Sessions.

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

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

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

2022-23 Opportunities for Parental Involvement

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.

Cafecitos (Site-level Parent Engagement Meetings) for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?)

Districtwide Parent Engagement by providing Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) through offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline- Including Behavior Strategies, How to Seek Help and Services from Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy

Back to School Night, Open House, Winter Family Night, winter and spring band concerts, book fairs, quarterly honor roll assemblies, parent/teacher conferences, sports events, parent orientation for incoming students, AVID program informational meetings, end-of-season sports banquet, and 8th grade promotion are other opportunities for parent involvement. Parents receive a weekly parent letter and have access to a weekly student assignment planner. School administration provides multilingual communication in English, Spanish and Mixteco (as needed); multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. For more information, parents can also contact the office.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	651	199	30.6
Female	322	312	86	27.6
Male	350	338	112	33.1
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	2	40.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	616	595	171	28.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	2	2	0	0.0
White	45	44	23	52.3
English Learners	307	299	88	29.4
Foster Youth	2	2	2	100.0
Homeless	185	181	51	28.2
Socioeconomically Disadvantaged	587	573	175	30.5
Students Receiving Migrant Education Services	37	37	6	16.2
Students with Disabilities	81	78	32	41.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.40	2.66	2.45
Expulsions	0.14	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.84	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.84	0.00
Female	2.80	0.00
Male	10.57	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	6.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.89	0.00
English Learners	7.49	0.00
Foster Youth	0.00	0.00
Homeless	4.86	0.00
Socioeconomically Disadvantaged	6.98	0.00
Students Receiving Migrant Education Services	2.70	0.00
Students with Disabilities	8.64	0.00

2022-23 School Safety Plan

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

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

Elements of the Safety Action Plan:

1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive

2022-23 School Safety Plan

discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.

3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.

4. Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.

5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)

6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

Dates for Review and Revision of Annual Safety Plan:

11/10/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan

11/17/22: SSC reviewed data and provided recommendations for School Safety Plan

12/14/22: SSC council Safety Plan Review and Approval

2/23/23: Board Approval

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	35	9	
Mathematics	24	6	21	
Science	23	10	19	
Social Science	18	28	13	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,850	\$2,363	\$6,487	\$84,399
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-34.2	8.3
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-1.6	6.4

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

At NMCMS a significant majority of students are unduplicated students and therefore there is a need to ensure our curriculum meets the needs of English learners, Special Education students and low income students as it pertains to access and supports which requires additional supplemental materials in multiple languages, consumable materials and duplicates for home and school use. In addition funds are allocated to ensure access to internet from home. This action improves services to identified student groups. Staff are supported to collaborate on data analysis & progress monitoring of student progress to strengthen implementation of formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning. Staff are provided time to collaborate within grade/content level and/or cross- grade/content level Achievement Team protocol in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies. This action results in increased and improved services when focusing data, progress monitoring and targeted strategies and services focused on socio-economically disadvantaged, English learners and Special Education students. Supports are provided to develop project based curriculum with real world application of learning skills throughout every grade level to include enrichment; identify and use different ways for students to show that they have learned; and implement differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration. This increases services and improves services for English Learners and Special Education students of whom are also low income and/or homeless/foster youth. Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student supports before, during, and after school. This programming provides students with appropriate and relevant intervention support that is data driven, goal-oriented and meets the needs of students as they progress towards mastery of academic achievement. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: ASES Coordinator, Director of Professional Development, Director of Expanded Learning, Director for Learning & Innovation, Intervention TOSA and English Learner TOSA.

NMCMS programs are funded and supported to provide beyond school real-world applied coursework, to include work based learning curriculum, and applied or project based learning experiences and skill development resulting in students having meaningful understanding of what they learn, will support their success in life after graduation from high school and where they are related to the work based learning continuum. Resources are allocated to support implementing a Bi-literacy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school. Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students in each grade level develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. Student Personal and Career Goals and Tracking services provide a vertically aligned student personal interest and related career goal setting and progress monitoring systems that are evidenced within their digital portfolio, and 4-6 year plan for college/career pathways. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Administrator-Guidance Counseling & College/Career Readiness, Bilingual/EL TOSA, Director for Learning & Innovation, Academic Counselors, College & Career Counselor, Data/IT Specialists, World Language Teacher, and Student Advisor/Coordinator of Services.

The Middle School MTSS framework is designed to support their Tier I efforts by utilizing collective collaboration among multiple teams in an effort to sustain student support, monitor academic and behavioral progress, communicate with teachers and parents, and refer students for additional services. Our MTSS and SART (Student Attendance Review) Teams, in addition to the Tier 1 Team, implement a response to intervention model of providing students with the necessary services at the appropriate levels of support. The middle school site has adopted and implemented restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Funds are allocated to provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Behavior Technicians, Attendance Clerk/Technician, Campus Safety Monitors, Board Certified Behavior Analyst, Coordinator for Special Services, Coordinator for Behavior Intervention & Supports, Coordinator for Child Welfare, Foster Youth and Homeless, Coordinator for Social Work, Library Technician, Licensed Clinical Counselor, Licensed Mental Health Counselors, School Based Mental Health Counselors, Migrant Education Assistant, School Psychologist, Psychologist Specialists, and Student Engagement TOSA.

Funding is allocated to provide a NMCMS parent engagement supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering varying Parenting Series; providing Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?). Services to families include multilingual communication in English, Spanish and Mixteco. We utilize multiple platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visit, and personal calls to ensure contact with all of our families. Staff are trained on effective

2021-22 Types of Services Funded

parent communication strategies, working with diverse families, and cultural sensitivity. Service and contracted programs support programs and provide additional family services and access with the local community. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Family Resource Center Administrative Assistant, Bilingual clerks, and Bilingual Community Liaison.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

Our staff development had focused on learning progressions and priority standards, success criteria, and data-driven instruction. Professional development has also focused on online learning platforms, strategies, and applications. Conferences, workshops, teacher principal meetings, student data analysis, and in-class coaching and debriefing have been used to provide professional development.

Professional development in the following domains have been provided:

- Lets Go Learn
- Restorative Justice: Restorative Circles
- Synergy SIS
- Google classroom
- Classroom Management and Student Supports
- Arts integration and student engagement
- Dr. Victor Rios: supporting At-Promise students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37