

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



North Monterey County Middle

Address: 10301 Seymour St. Castroville, CA 95012-2606

Principal: Marisa Martinez

Phone: (831) 633-3391

Email: marisa_martinez@nmcusd.org

Web Site: www.nmcusd.org/nmcms

CDS Code: 27738256026421



North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

Email: kyeater@nmcusd.org

Web Site: www.nmcusd.org



I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: North Monterey County Unified
 Phone Number: (831) 633-3343
 Superintendent: Kari Yeater
 E-mail Address: kyeater@nmcusd.org
 Web Site: www.nmcusd.org

School Contact Information Most Recent Year

School Name: North Monterey County Middle
 Street: 10301 Seymour St.
 City, State, Zip: Castroville, CA 95012-2606
 Phone Number: (831) 633-3391
 Principal: Marisa Martinez
 E-mail Address: marisa_martinez@nmcusd.org
 Web Site: www.nmcusd.org/nmcms
 County-District-School
 (CDS) Code: 27738256026421

School Description and Mission Statement (School Year 2017-18)

Students at North Monterey County Middle School focus on the Common Core State Standards in their classes. Academic enrichment and elective classes are offered to all students during the school day and during the after school program. Our school is also working on developing a comprehensive music and fine arts program. Our teachers meet each Thursday in Professional Learning Communities to discuss data in order to prepare units of study that are rigorous, standard-based and collaborative.

North Monterey County Middle School is dedicated to helping our students complete the transition from Elementary to High School by implementing the Positive Behavior Interventions and Supports Framework. Our ongoing goals are to reinforce the values of respect, integrity, service, and excellence. The school will utilize educational methods that reflect a constantly changing, diverse, and highly technological society. We offer curriculum and programs for our students with a strong emphasis on the academic and self-management skills they will need to become career and college ready.

Mission Statement:

North Monterey County Middle School's 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	335
Grade 8	340
Total Enrollment	675

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	0.1%
Asian	0.1%
Filipino	1.3%
Hispanic or Latino	85.5%
Native Hawaiian/Pacific Islander	0.4%
White	11.7%
Two or More Races	0.3%
Socioeconomically Disadvantaged	83.7%
English Learners	26.5%
Students with Disabilities	11.6%
Foster Youth	0.3%

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.

Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	26	29	27	185
Without Full Credential	0	1	3	22
Teaching Outside Subject Area of Competence (with full credential)	3	2	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	1	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell 7th/8th-Language of Literature (2009), Basic w/ ELD Reading & Language arts (2003), Scholastic-English 3D (2010)	Cengage Learning-INSIDE (2011)	0%
Mathematics	Math Links	Yes	0%
Science	McDougal Littell-7th-Focus on Life Science (2007), 8th- Focus on Physical Science (2007)	Yes 2006	0%
History-Social Science	Harcourt-Reflection, California Series (2006), Teachers' Curriculum Institute (TCI)-History Alive! (2006)	Yes 2005	0%
Foreign Language	No foreign language offered	No	0%
Health	No district-adopted health curriculum.	No	0%
Visual and Performing Arts	North Monterey County Middle School offers Beginning/Intermediate Band	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The middle school site was expanded to accommodate growth and there is a partnership with the local Parks and Recreation department in the use of a gym facility. The campus receives funding for deferred maintenance projects and recently had replacement of modular classrooms to be used for our Physical Education classes.

Over the summer, classrooms were deep cleaned. The cafeteria was painted and deep cleaned. In addition, all light fixtures throughout the school, including outdoor lights, were replaced with energy-efficient LED lighting.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: June 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	32%	28%	31%	28%	48%	48%
Mathematics (grades 3-8 and 11)	17%	16%	17%	17%	36%	37%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	682	681	99.85%	27.65%
Male	338	337	99.70%	21.43%
Female	344	344	100.00%	33.72%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	583	583	100.00%	25.43%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	80	98.77%	40.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	569	568	99.82%	24.16%
English Learners	432	432	100.00%	21.76%
Students with Disabilities	81	81	100.00%	2.47%
Students Receiving Migrant Education Services	30	30	100.00%	13.33%
Foster Youth	--	--	--	--

NOTE: 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.

NOTE: 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.

NOTE: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	682	680	99.71%	16.47%
Male	338	336	99.41%	17.86%
Female	344	344	100.00%	15.12%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	583	582	99.83%	15.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	80	98.77%	20.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	569	568	99.82%	13.38%
English Learners	432	432	100.00%	10.88%
Students with Disabilities	81	81	100.00%	1.23%
Students Receiving Migrant Education Services	30	30	100.00%	13.33%
Foster Youth	--	--	--	--

NOTE: 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.

NOTE: 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.

NOTE: 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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	43%	38%	37%	37%	56%	54%

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.

California Physical Fitness Test Results (School Year 2016-17)

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
7	19.40%	19.10%	21.20%

NOTE: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2017-18)

North Monterey County Middle School has numerous opportunities for parent participation. We have an active Parent Teacher Group, School Site Council and an English Language Advisory Committee that meet regularly. Parent communication is done through our Connect Ed automated phone system, our school website, letters mailed home, and the school's marquee. North Monterey County Middle School encourages parents to attend all events. These include: Back to School Night, sports events, parent meetings, honor roll awards assemblies, 8th grade promotion informational nights, Open House, parent orientation for incoming students, music/arts performances, etc.

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

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	12.77	13.69	11.00	4.34	4.27	4.05	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.04	0.04	0.00	0.09	0.09	0.09

School Safety Plan – Most Recent Year

North Monterey County Middle School provides a safe and positive learning environment for all students. The school has initiated its work in implementing the Positive Behavior Interventions and Supports Framework (PBIS). As we move forward, we will continue to revise the plan annually with staff, students and parents for clarity, fairness and effectiveness. In addition, a school safety plan has been developed to address the safety needs of the school. The safety plan reflects input from students, parents, staff and community members.

North Monterey County Middle School has an updated comprehensive school safety plan.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	5	12	3	26	2	16	2	26	5	14	1
Mathematics	27	5	12	6	27	3	23	2	25	5	24	
Science	32	1	6	15	30	1	19	4	24	9	22	1
Social Science	31	1	12	9	29		17	1	28	1	20	

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	675
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	3.0	N/A
Other	2.0	N/A

NOTE: Cells with N/A values do not require data.

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site	\$7773	\$1807	\$5966	\$73953
District	N/A	N/A	\$5922	\$68271
Percent Difference – School Site and District	N/A	N/A	0.74%	8.32%
State	N/A	N/A	\$6574	\$69649
Percent Difference – School Site and State	N/A	N/A	-9.25%	6.18%

NOTE: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

North Monterey County Middle School has implemented the following measures in order to ensure that students receive effective instruction:

Response to Intervention (RtI) three tier model. Our focus is to identify students in tier II and tier III based on their academic and behavioral challenges. An academic and or behavioral plan is developed for each student identified to ensure that proper strategies are implemented to support each student based on his/her specific needs.

Student Study Team (SST). Students who continue to have academic or behavior challenges despite the RtI plan that was implemented are referred for an SST meeting to create an action plan with additional supports that should be offered. The SST is comprised of an administrator, counselor, classroom teachers, resource team personnel, and parents. The SST meetings take place on an as-needed basis.

Intervention supports are provided through our push-in model that allows an all inclusive opportunity for all our students. Every student has the opportunity to participate in an elective course. Most of these courses are semester long. Some of the most popular are: AVID, MESA, Art, Yearbook, Leadership, and 21st Century through Media.

English Learner Specialist, Curriculum/Media Specialist, and Behavior/Intervention Specialist are used to support teachers with instructional practices, professional development, and coaching to improve student performance.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44450	\$44144
Mid-Range Teacher Salary	\$67648	\$69119
Highest Teacher Salary	\$93222	\$86005
Average Principal Salary (Elementary)	\$111651	\$106785
Average Principal Salary (Middle)	\$107504	\$111569
Average Principal Salary (High)	\$127360	\$121395
Superintendent Salary	\$178272	\$178104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus of staff development in North Monterey County Middle School has been to develop rigorous Units of Study aligned to grade level Common Core State Standards to meet the learning needs of all students while getting them college and career ready. We are committed to creating, administrating, and reviewing data from common formative assessments in Reading, Writing and Math to guide instruction. Three annual staff development days focus on developing classroom strategies for teachers to improve student learning. Teachers are provided additional opportunities to attend conferences and workshops to help them develop as professionals while enhancing student achievement. Teachers at North Monterey County Middle School collaborate weekly through Professional Learning Communities.