

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



North Monterey County Middle

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

Principal: Marisa Martinez

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Web Site: www.nmcusd.org/nmcms

CDS Code: 27738256026421



North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

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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 2018-19)

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 675 seventh and eighth grade students. Thirty percent are English Learners. All students can now benefit from our Free Breakfast and Lunch Program.

An Instructional Leadership Team meets twice bi-weekly to discuss and generate strategies to improve student engagement and achievement through school-wide implementation. Department and Grade level teams collaborate weekly in Professional Learning Communities to analyze assessment data and student outcomes, to plan and review lessons, to create learning progressions that are rigorous, standard-based and collaborative, and to discuss effective research based strategies in order to differentiate instruction and to provide appropriate supports for all students.

Students at North Monterey County Middle School focus on the Common Core State Standards and 21st Century Skills (4C's: communication, collaboration, creativity and critical thinking) 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 has a partnership with the Kennedy Center for the Performing Arts and the Youth Cinema Project. Both of these organizations have enhanced the development of a comprehensive music and fine arts program through arts integration.

North Monterey County Middle School is dedicated to helping students complete the transition from elementary to high school by implementing the Multi-Tiered System of Supports. We work with the "whole" child, focusing on their academic, behavior, and social emotional needs. Staff is receiving ongoing training in the areas of social emotional learning skills, social awareness, and self-regulation in order to better support our students' needs. Our ongoing goals are to reinforce the values of respect, integrity, service, and excellence (RISE). Our school utilizes 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.

Programs on Campus:

- Electives: AVID, Intermediate & Advanced Band, MESA, Robotics, Astronomy, Speech & Debate, Leadership, Yearbook, Sports Passion, Computer Applications, Computer Science, Art, Drama, and PALS Program - General Ed Students working & supporting Special Ed Students).
- After School Education and Safety Program (ASES)
- Youth Cinema Project (7/8 combination class)
- Arts Integration Coaching with the Sunset Center
- After School Co-Ed Athletic Program
- Intramural Sports Lunch Program
- Lunch Clubs: Gaming, RISE, Technology, LGBTQ, Movie, Anime, Environmental
- After School Dance Club
- Migrant Ed After School Program
- GIRLS Inc.
- Mental Health Counseling
- Quarterly dances, spirit weeks, and lunch time activities that are led by the Leadership Students

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	337
Grade 8	335
Total Enrollment	672

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.3%
Asian	0.3%
Filipino	0.9%
Hispanic or Latino	86.3%
Native Hawaiian/Pacific Islander	0.6%
White	10.9%
Two or More Races	
Socioeconomically Disadvantaged	86.9%
English Learners	24.9%
Students with Disabilities	13.8%
Foster Youth	

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	29	27	29	186
Without Full Credential	1	3	2	15
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	1

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 2018-19)

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 2018

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) for ELA/ELD	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-Reflections, California Series (2006), Teachers' Curriculum Institute (TCI)-History Alive! (2006)	Yes 2005	0%
Foreign Language	No foreign language offered yet	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	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 joint use gym facility. The campus obtains funding for deferred maintenance projects and recently received two additional modular classrooms for use by the Physical Education department. Also, two shade structures were installed on campus to provide additional seating during break and lunch.

Over the summer, the carpet in the three seventh grade science classrooms was replaced with tile flooring. One of the restrooms in the library was remodeled to include a handicap accessible changing room with a restroom. The soccer field was resodded and aerated. Additional benches and umbrellas were added to the quad's outdoor eating area. Lastly, a new bell and intercom system was installed throughout campus.

Appropriate class size and enrollment insures proper classroom space and facilities necessary for an effective and safe learning environment. The school provides students adequate physical education equipment and play fields for safe recreational activities. The school is cleaned and maintained daily by a full time custodial staff. The use of a facilities improvement digital application allows for ease of access for all staff to request maintenance support and timeliness of response by our custodial staff. All custodial staff are provided two-way radios for communication to and from administration and clerical staff to assist in notification of immediate requests or support.

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 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 2018

	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 Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	28%	30%	28%	31%	48%	50%
Mathematics (grades 3-8 and 11)	16%	16%	17%	19%	37%	38%

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.

NOTE: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	671	666	99.25%	30.03%
Male	360	355	98.61%	22.54%
Female	311	311	100.00%	38.59%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	581	578	99.48%	28.55%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.59%	37.14%
Two or More Races				
Socioeconomically Disadvantaged	582	578	99.31%	26.82%
English Learners	449	447	99.55%	23.94%
Students with Disabilities	87	86	98.85%	3.49%
Students Receiving Migrant Education Services	24	24	100.00%	29.17%
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	670	665	99.25%	16.39%
Male	359	355	98.89%	14.93%
Female	311	310	99.68%	18.06%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	580	577	99.48%	14.38%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.59%	28.57%
Two or More Races				
Socioeconomically Disadvantaged	581	577	99.31%	14.04%
English Learners	449	447	99.55%	11.19%
Students with Disabilities	87	86	98.85%	0.00%
Students Receiving Migrant Education Services	24	24	100.00%	20.83%
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 High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

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
5			
7	16.80%	22.50%	25.50%
9			

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 2018-19)

North Monterey County Middle School has numerous opportunities for parent participation. We have an active Parent Teacher Organization (PTO), School Site Council and an English Language Advisory Committee (ELAC) that meet on a monthly basis. The parents who participate in these organizations are an integral part of shaping the educational program at North Monterey County Middle School. We always encourage parents to become more involved.

English Learner Advisory Committee (ELAC): North Monterey County Middle School's English Learner Advisory Committee meets state and federal requirements. Meetings are held monthly and topics of interest to parents are discussed. Topics include: dual immersion, literacy, state English proficiency testing, parent/teacher conference expectations, standardized test results, attendance, school safety and the school budget. We also hold parent workshops in the areas of discipline, social emotional well-being, and college preparedness. North Monterey County Middle School's ELAC is represented at the District English Learner Advisory Committee meetings.

School Site Council (SSC): Site Council leadership is open to all adult members of the North Monterey County Middle School's community. The North Monterey County Middle School Site Council is made up of parents, students, teachers, support staff, and the principal. Representatives and officers serve a two-year term, except for the principal who is a permanent member of the council. When a vacancy occurs, all members of the constituency are asked to nominate/elect a representative to the council. A written notice is sent home with all students in Spanish and English when an election of a parent representative takes place. Parents/guardians of all students, including Special Education, Title I, and English learners, as well as interested community members, are encouraged to participate. The School Site Council is responsible for approving all budgets, school plans, the safety plan, and the supplemental educational program at North Monterey County Middle School to improve student achievement. Meetings are open to the public, and the agenda is posted at least 72 hours prior to the meeting.

Parent Teacher Group (PTO): An active group of parents organize student-centered fundraising activities. PTO participation is open to the entire school community. Officers are elected annually. Money generated by PTO activities funds classroom field trips and classroom supplies. The PTO organizes the Fall Festival and several other fundraisers throughout the year. The PTO works on building school spirit and a sense of community among families.

Other opportunities for parent involvement include: Back to School Night, Open House, winter and spring band concerts, book fairs, quarterly honor roll assemblies, parent/teacher conferences, sports events, parent orientation for incoming students, parent workshops & meetings, AVID program informational meetings, end of season sports banquet, and 8th grade promotion. The administrative team hosts an active Facebook page and an open door policy. Connect Ed is the system used for communication via phone calls, text messages and website notifications about events. Parents can also contact the office for more information.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	13.69	11.00	9.08	4.27	4.05	4.33	3.65	3.65	3.51
Expulsions	0.00	0.00	0.14	0.04	0.00	0.06	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

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: protocols and procedures for emergencies, vital student roster health information, emergency contact information, emergency drill and evacuation information, and our school's discipline and school conduct policies. Training is provided to all teachers and staff and monthly emergency practice drills are conducted throughout the school year to better prepare us in the case of a real emergency. Parents are also provided with information regarding what to expect in the event of an emergency.

North Monterey County Middle School's administration, certificated staff, classified staff, parents, students, SRO, and RISE Team annually review and provide input to our school's discipline policy. During the past five years there has been a collaborative effort to bring uniformity to consistent classroom management practices, rules, policies and procedures. NMCMS's current discipline policy is on the school's web site and is in the student handbook. Our policy defines consequences and prevention/intervention support for dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing. Our discipline policy and school rules are explicitly shared with students and parents during the first week of school and/or at the time of enrollment.

NMCMS's RISE Team meets monthly and is charged with assessing, monitoring, developing, and promoting consistent school-wide practices that positively promote a safe and positive school climate. To support their Tier I efforts, our MTSS framework is designed to use collective collaboration between multiple teams in an effort to sustain the support of students, monitoring of academic and behavioral progress, communicating with teachers and parents, and referring students for additional services. In addition to the RISE Team, our MTSS and SART (Student Attendance Review) Teams meet to facilitate the response to intervention model of providing students with the needed services at the appropriate levels of support.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	26	2	16	2
Mathematics	27	3	23	2
Science	30	1	19	4
Social Science	29		17	1

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	26	5	14	1
Mathematics	25	5	24	
Science	24	9	22	1
Social Science	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	23	8	15	
Mathematics	23	11	20	
Science	24	7	26	
Social Science	26	4	29	

* 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 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	675
Counselor (Social/Behavioral or Career Development)	.71	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	.14	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.5	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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8324	\$2936	\$5388	\$72624
District	N/A	N/A	\$5081	\$71037
Percent Difference – School Site and District	N/A	N/A	5.70%	2.19%
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A	-32.24%	1.70%

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

Types of Services Funded (Fiscal Year 2017-18)

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

Multi-Tiered System of Supports with a focus on trauma informed classrooms. We work with the "whole" child, focusing on their academic, behavior, and social emotional needs. An intervention plan is developed for each identified student to ensure that proper strategies are implemented to support his/her specific needs.

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

Students who continue to have academic, behavior or social emotional challenges despite the intervention plan that was implemented are referred for an SST meeting to create an action plan with additional supports. The SST is comprised of an administrator, counselor, classroom teachers, resource team personnel, student 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 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 elective courses are: AVID, MESA, Art, Yearbook, and Leadership.

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45339	\$45681
Mid-Range Teacher Salary	\$69001	\$70601
Highest Teacher Salary	\$95087	\$89337
Average Principal Salary (Elementary)	\$117033	\$110053
Average Principal Salary (Middle)	\$113239	\$115224
Average Principal Salary (High)	\$133499	\$124876
Superintendent Salary	\$183620	\$182466
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	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 at North Monterey County Middle School for the last two years has been to lead teachers through identification of priority standards. This is followed by developing learning progressions that are then used to create interim assessments for all core subjects to monitor student progress. The data gathered from the interim assessments is then analyzed to identify areas of need as well as to create a plan of implementation that includes re-teaching and re-assessing of standards.

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.