

North Monterey County Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	North Monterey County Middle School
Street	10301 Seymour St.
City, State, Zip	Castroville, CA 95012-2606
Phone Number	(831) 633-3391
Principal	Marisa Martinez
Email Address	marisa_martinez@nmcusd.org
County-District-School (CDS) Code	27738256026421

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
Website	www.nmcusd.org

School Description and Mission Statement (School Year 2020-2021)

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 677 seventh and eighth grade students. Thirty six percent are English Learners. All students are eligible for our Free Breakfast and Lunch Program.

Department and family cohort teams 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. Implementation of the YCP curriculum has provided exposure of all the steps involved in media production.

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 their 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, History of Sports, Computer Applications, Computer Science, Art, Drama, Introduction to French, Spanish ELA 1, Exploratory, Journalism, and PALS Program - General Ed Students working & supporting Special Ed Students.
- After School Education and Safety Program (ASES)
- Youth Cinema Project
- Health Education
- Arts Integration Coaching with the Sunset Center
- After School Co-Ed Athletic Program
- Intramural Sports Lunch Program
- Lunch Clubs: Gaming, RISE, Technology, Movie, Anime, Guitar, Arts & Crafts, Ceramics, Scholastic Club

- After School Dance Club
- Migrant Ed After School Program
- GIRLS Inc.
- After School Jazz Band
- 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 2019-2020)

Grade Level	Number of Students
Grade 7	351
Grade 8	345
Total Enrollment	696

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.4
Hispanic or Latino	90.5
White	7.9
Socioeconomically Disadvantaged	85.3
English Learners	35.9
Students with Disabilities	14.5
Foster Youth	0.4
Homeless	17.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	30	30	204
Without Full Credential	2	5	3	14
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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		

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

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 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 one classroom was replaced. 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. In the Fall of 2019, one solar panel was installed in the staff parking lot and one solar panel was installed adjacent to the two-story building.

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 recently collected** 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 5/28/2020

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

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 Family Night, winter and spring band concerts, book fairs, quarterly honor roll assemblies, parent/teacher conferences, sports events, parent orientation for incoming students, parent workshops & 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 receive a weekly parent letter, and have access to a weekly planner of student assignments. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.1	11.6	4.3	4.1	3.5	3.5
Expulsions	0.1	0.1	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 six 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.

The following safety measures were implemented in response to the COVID-19 pandemic: Plexiglass barriers and temperature monitoring devices were installed in the front office, hand sanitizing stations at points of entry, PPE equipment, and disinfecting stations near shared resources. Additionally, social distancing measures implemented, enforced and monitored.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	8	15		24	6	17		17	27	10	2
Mathematics	23	11	20		23	7	23	1	31	1	21	3
Science	24	7	26		25	5	29		23	7	23	
Social Science	26	4	29		25	4	29		22	21	15	2

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	696

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,954	\$2,017	\$7,938	\$83,667
District	N/A	N/A	\$10,204	\$77,557
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-2020)

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 provided 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, academic counselor, mental health therapist, psychologist, 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 inclusive opportunities for all students. Every student has the opportunity to participate in an elective course. Most of these courses are semester long. Some of the most popular elective courses are: AVID, MESA, Art, Yearbook, and Leadership.

English Learner Specialist, Coordinator for Behavior Intervention and Supports, Behavior Technicians, School-Based Social Worker, Mental Health Therapist, Special Education Resource Teachers and Migrant Program Specialist are used to support teachers with instructional practices, professional development, and coaching to improve student performance.

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,095	\$47,145
Mid-Range Teacher Salary	\$73,196	\$74,952
Highest Teacher Salary	\$100,868	\$96,092
Average Principal Salary (Elementary)	\$123,588	\$116,716
Average Principal Salary (Middle)	\$123,778	\$120,813
Average Principal Salary (High)	\$139,573	\$131,905
Superintendent Salary	\$191,038	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	48	38	37

Primary areas of staff development focus were on learning progressions, success criteria and data driven instruction. Given the distance learning environment brought on by the COVID-19 closures, additional focus was given to professional development on online learning platforms, strategies, and applications. Professional development was given in the following methods: conferences, workshops, teacher principal meetings, student data analysis, and in class coaching and debriefing.

Professional development in the following was offered this year:

- Lets Go Learn
- Illuminate
- Google classroom
- ZOOM, Pear Deck, Nearpod, etc.
- Arts integration and student engagement