

North Monterey County High 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 High School |
| Street | 13990 Castroville Blvd. |
| City, State, Zip | Castroville, CA 95012 |
| Phone Number | (831) 633-5221 |
| Principal | Chandalee Wood |
| Email Address | chandalee_wood@nmcusd.org |
| County-District-School (CDS) Code | 27738252730034 |

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)

North Monterey County High School (NMCHS) opened in 1979 to serve the students of the surrounding communities of Castroville, Prunedale, Moss Landing, and Elkhorn. NMCHS is a comprehensive high school of approximately 1240 students located in one of the most fertile and agriculturally rich areas in the United States. We take pride in the diversity of our community and are committed to providing a safe and supportive learning environment that leads to high achievement and individual excellence. Our ultimate goal is to prepare every student for success in college, career, and life. NMCHS has a proud reputation for providing a safe and welcoming environment for students, staff, and the community. North County offers a full range of core classes, multiple college and career pathway CTE programs, Dual Enrollment and Advanced Placement courses, numerous enrichment activities, and a full visual and performing arts and athletic program.

In 2019, North Monterey High School initiated a redesign of their student engagement protocols and procedures. The new framework is grounded in the principles of a Multi-Tiered Systems of Support with a focus on the belief all Condors strive to be present every minute of every day pursuing P.R.I.D.E.. We practice the promotion of student wholeness and positive conditions for learning, a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, the NMCHS staff collectively provide an engaging, safe, and supportive environment that fosters well-being and supports every students' academic, social, emotional, and physical needs.

When students feel safe and supported, are interested in what they are learning and find it purposeful, when their curiosity is engaged and they are motivated, achievement improves. NMCHS provides access and opportunity for students to explore their interests, with enriching activities both in and out of the classroom. All stakeholders at NMCHS support creating the conditions of learning so students have the confidence to explore those opportunities.

Our core belief is that every student has the right to unrestricted opportunity. Our mission for all students at NMCHS is for them to be inspired, purposeful, and prepared for graduation and beyond.

Schoolwide learner outcomes:

All Condors embody PRIDE to create an environment where the Conditions of Learning thrive. In this learning environment all students will grow to be global leaders who:

Investigate the World

Student Leaders who are aware, curious, and interested in learning about the world and how it works.

Recognize Perspectives

Student Leaders who recognize that they have a particular perspective, and that others may or may not share it.

Communicate Ideas

Student Leaders who can effectively communicate, verbally and non-verbally, with diverse audiences.

Take Action

Student Leaders who have the skills and knowledge to not just learn about the world, but also to make a difference in the world.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 330 |
| Grade 10 | 335 |
| Grade 11 | 298 |
| Grade 12 | 272 |
| Total Enrollment | 1,235 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.4 |
| Filipino | 1.5 |
| Hispanic or Latino | 85.8 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 10.9 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 82.5 |
| English Learners | 9.3 |
| Students with Disabilities | 13.3 |
| Foster Youth | 0.2 |
| Homeless | 15.4 |

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 | 49 | 56 | 57 | 204 |
| Without Full Credential | 9 | 9 | 8 | 14 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 4 |
| Total Teacher Misassignments* | 0 | 0 | 4 |
| 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 | English 1-McDougal Littell, 2009 English II-McDougal Littell, 2009 English III-McDougal Littell,2008 English I-McDougal Littell, 2002 ELD Immersion-Longman, 2001 Edge Reading, Writing & Language Level A , B, and C-Cengage-Edge, 2011 ELD Course I and II-Scholastic Inc., 2010 & 2013 | Yes | 0% |
| Mathematics | College Preparatory Math (Pilot) Core Plus Math (Pilot) | No | 0% |
| Science | Foundation of Science-Holt, Rinehart & Winston, 2001 CA Biology-Prentice Hall, 2005 Chemistry-Pearson Prentice Hall, 2007 Conceptual Physics-Pearson Prentice Hall, 2002 Marine Science - Oceanography - An Invitation to Marine Science 4th Edition-Jones & Barlett Learning, 2002 AP Biology-Pearson, 2005 Anatomy-Delma Learning 9th Edition, 2004 | Yes | 0% |
| History-Social Science | World History,Culture &Geography: The Modern World, Gr. 10, United States History and Geography: Continuity and Change, Gr. 11, Principles of Economics, Gr. 12, Principles of American Democracy, Gr. 12 (2019) | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| Foreign Language | Realidades 1, 2, & 3, 1st Edition-Prentice Hall, 2008 Conexiones: Comunicacion y Cultura, 3rd Edition, Pearson, 2006 Temas: AP Spanish Language and Culture, Vista High Learning, 2014 Nuevas Vistas Curso de Introduccion-Holt, Reinhart & Winston, 2006 | Yes | 0% |
| Health | Lifetime Health-Holt Rhinehart, 2004 | No | 0% |
| Visual and Performing Arts | Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013 | No | 0% |
| Science Laboratory Equipment (grades 9-12) | Sufficient equipment available | | 0% |

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

School Facility Conditions and Planned Improvements

In 2020-2021 North Monterey County High School completed the installation of multiple Solar Panel Carport Covers. Most of the parking stalls at the high school are now covered by solar panel that will provide energy for our high school facilities. Over the summer, WiFi units were placed in the upper staff and student parking lot allowing students the capability of parking on campus and working remotely to download or upload school assignments starting in the Fall 2020. The solar panels provide a light source starting daily at dusk, adding an extra safety component to after school activities. Multiple Classrooms were remodeled for COVID 19 health and wellness precautions. This took place as an effort to prepare our high school for any level of on-campus student instruction phases and supported our ability to pivot quickly to the optimal student on-boarding phase when appropriate. The high school also received a significant amount of directional traffic barriers and signage due to the high level of distribution services provided to the community: nutrition, technology, school supplies and materials. The overall district WiFi bandwidth has increased significantly, including hotspot distribution, providing our students a higher level of connectivity from home and throughout the community.

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 | Fair | Ceiling tiles replaced in July 2020. Areas with chipped paint repainted July 2020. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| 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 | Good | |

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) | 57 | N/A | 34 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 11 | 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 |
| 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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) | 21 | 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.

**CAASPP Test Results in Science 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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.

Career Technical Education Programs (School Year 2019-2020)

North Monterey County High School Career Technical Education Pathways provide relevant academic and technical coursework leading to industry-recognized credentials and helps students compete for college and careers. The following are Industry Sectors and Pathways available to NMCUSD high school students:

Health Science and Medical Technology Industry Sector
Patient Care Pathway

Hospitality, Tourism, and Recreation Industry Sector
Food Service and Hospitality Pathway

Public Service Industry Sector
Protective Services Pathway

Engineering and Design Industry Sector
Architectural and Structural Engineering Pathway

Manufacturing and Product Development Industry Sector
Welding Technology Pathway

Transportation Industry Sector
Vehicle Maintenance, Service, and Repair Pathway

Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 815 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 74.1 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.79 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 46.84 |

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)

Parents and Families are invited to be active participants in our high school. Parents are alerted to all activities happening on campus through the school app, website, social media outlets, auto-dialer, and marquee. Due to COVID 19 Health measures and school campus closure, all the planned parent and stakeholder engagement opportunities were re-designed into virtual platforms for participation. In an effort to expose parents to academic programming, parents and families are invited to attend two major school-wide evening events each year, in addition to two grade level family night events a year. The first evening, Night of the Condor is a traditional Back-to-School night where parents are able to meet teachers and review the expectations for each of their youth's classes. In January our Condor Showcase occurs. The Condor Showcase is an integral part of the course selection process which is driven by the students' six year plans. Departments showcase the course pathways, college and career pathways tied to such coursework, share extracurricular opportunities to engage in the specific content area within the school and community, as well as offer hands on and visual demonstrations tied to the content. In addition, the families of incoming freshman are invited to attend Condor Showcase. The incoming freshmen are able to explore the campus, meet staff, learn about programs available to students, and attend grade specific seminars.

Parents are offered the opportunity to attend school-wide townhall meetings, adolescent health and wellness meetings and attendance workshops six times throughout the year. These meetings focus on the importance of creating a healthy and equitable school environment promoting the conditions of learning through student engagement, attendance and safety. These meetings include presentations by community partners and our counseling team on topics related to social-emotional issues, substance abuse, adolescent development, and digital citizenship. Dozens of parents participate in the Band Booster Club, Academic Clubs and the Athletic Booster Club with fundraising for both programs.

Four parents are members of the School Site Council which meets monthly and is active in setting goals for the school as well as setting up and monitoring the School Plan for Student Achievement. The English Learners Advisory Committee (ELAC) is a parent group that performs the important objectives of coordinating the English Learner program within state and federal guidelines and maintaining consistency with the NMCUSD EL Master Plan. Parent's participate in stakeholder surveys and focus groups on the topics of college and career readiness, school culture and climate, and parent education workshops. Parent suggestions and support are welcome at NMCHS. We value their voice and desire for their children to succeed in life after high school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 2.6 | 3 | 3.6 | 6.7 | 7.7 | 7.3 | 9.1 | 9.6 | 9 |
| Graduation Rate | 95.7 | 95.3 | 95.7 | 80.3 | 83.7 | 89.1 | 82.7 | 83 | 84.5 |

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 | 5.6 | 7.0 | 4.3 | 4.1 | 3.5 | 3.5 |
| Expulsions | 0.2 | 0.2 | 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 | 0.0 | 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 County High School strives to provide a safe and positive learning environment for all students. North Monterey County High School has an annually updated comprehensive school safety plan. This plan includes incident command procedures, vital student roster health information, emergency contact information, emergency drill and evacuation information, and the high school and school district discipline and school conduct policies. The school discipline plan is reviewed annually with staff, students and parents for clarity and fairness. Emergency Procedures have been developed by the safety committee, working with both the local fire and sheriff's offices to address a variety of emergency response procedures. Emergency plans have been converted to virtual participation due to COVID 19 health measures and school campus closure. Each phase of student onboarding and re-opening has a separate safety plan with specific drill to be practiced with each phase. The School Leadership Team, School Site Council and Associated Student Body along with a committee of certificated staff review and revise the high school discipline policy annually. Over the past 3 years there has been a collaborative effort to bring uniformity to consistent school-wide conditions of learning, classroom management practices, rules, policy and procedures. The current discipline policy is on the school's web site and is in the current student handbook. Among a variety of school conditions of learning expectations, it defines consequences, restorative practices, 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. The conditions of learning policy and school behavior expectations are explicitly shared with students and parents during the first week of school.

How do we know students are safe? NMCHS uses measures such as: California Healthy Kids Survey, Behavior Data, and qualitative data from the Principal's Student Advisory Council. How do we know students are supported? NMCHS uses measures such as: California Healthy Kids Survey, Link Crew Survey, tutorial support data, counselor log data, mental health support data, AVID data. How do we know students are challenged? NMCHS reflects on results from AP and Dual Enrollment data, PSAT, CAASPP Data, Interim Assessments in Math and English, Student Goal Setting data, 6 year plan data, A-G completion rate, CTE sequence completion rate, instructional rounds and student engagement data. How do we know students are socially capable? NMCHS uses measures such as: athletics and activities data, past community service hour data, athletic student attendance, course completion, graduation rates, and post-graduation surveys indicating plans to attend community college, 4-year college, armed forces participation, law enforcement academy, and/or technical school.

The Code of Conduct 2020-21 is based on five principles that articulate NMCHS' expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own
4. I take pride in promoting a safe and clean learning environment at my school
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

These five principles are referred to as P.R.I.D.E. (Participate, Respect, Integrity, Determination, and Empowered). If students abide by these principles, the learning environment in all schools will be strengthened. The PRIDE concept is the school wide code of conduct and is defined for both classrooms and common areas such as the forum, library, hallways, and bathrooms.

All of these school spaces have the CONDOR PRIDE expected behaviors and clarifying descriptions of what the positive behavior looks like in action. The code of conduct support the overall school conditions of learning, where we strive to create an environment where students are safe, supported, challenged, and socially capable.

The Conditions of Learning and CONDOR PRIDE are part of our overall Multi-Tiered Systems of Support and are the foundation for our school safety plan. The PRIDE team meets monthly and is charged with assessing, monitoring, developing, and promoting consistent school-wide practices. There are multi-disciplinary team meetings on a weekly/bi-weekly basis. The MTSS Team meets weekly to facilitate the response to intervention model of providing students with the needed services at the appropriate levels of support. Students, parents and staff are able to refer a student to the MTSS team. The MTSS team reviews the referral and initiates a case-management plan allowing for the student to be transferred to the appropriate extended district resources if needed. Link Crew, a student to student mentoring program, is being fully implemented and supports wrap around support to freshman from the first day orientation and throughout the year by providing upper class leaders who provide academic support, social emotional support, and engage freshman as active, valued students on campus. In addition, Link Crew has trained and supported more than one hundred upper classmen as leaders on campus and are seen as resources to students, families, and the school culture as a whole.

The Assistant Principal of Student Guidance and Instruction provides oversight of the Multi-Tiered Systems of Support; including the Coordination of School Counselors, Student Support Services Team and the MTSS Team. The Assistant Principal of Student Engagement and Instruction provides oversight of the School Safety and Wellness Teams. The Administrative team shares duties regarding discipline and meets to discuss issues regarding student suspension and expulsion. Parent involvement and contact is a part of all issues related to discipline and conflict mediation. The Principal makes determinations for recommended suspensions and expulsions and is a member of the MTSS team. A Mental Health Counselor is present on campus and serves on the MTSS Team. The Mental Health Counselor is referred students who are in need of additional support, providing both individual and small group sessions. Teachers refer students who are identified as needing MTSS support (social-emotional, behavior, attendance and/or academic) using a school-wide form to initiate a review and support plan directed and monitored by the MTSS Team. The MTSS team members support reporting child abuse as needed, determine if a student poses a threat to their own safety or to the safety of the school, and meets with students who are referred by any staff member on campus to the MTSS Team. Wellness Campaigns are organized and promoted school-wide throughout the school year. These include the Anti-Bullying Campaign, the Wellness Campaign (nutrition and health), the Giving Campaign, and the Every Fifteen Minute Campaign in conjunction with community partners.

Law Enforcement Presence

The Monterey County Sheriff's Department assigned a deputy as School Resource Officer (SRO) to the NMCUSD. The SRO has a presence at all schools and maintains an office at the high school. The SRO works closely with the administrators of each school to develop their safety plans. The SRO coordinates and sponsors the Sheriff Explorers Program at the high school.

Before and After-School Activity Programs

The student information system, Illuminate Education, has photos of students and staff members. All staff have accounts in Illuminate Education and can look up student information and see the photo of the student to verify identity. All student records contain emergency contact list information and student health concerns.

North Monterey County High School is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (FBA), and developing Behavioral Intervention Plans (BIP).

****COVID-19 Safety Measures**

High School Staff

All staff are expected to follow Monterey County Health Department and California Department of Public Health orders and guidelines for physical distancing, face covering and hygiene, plus additional measures as noted below.

Do not come to work if you are feeling sick. Perform the NMCUSD Daily Wellness Check . (Also find links to the Daily Wellness Check by scanning the QR code posters). This is a self-check/symptom screening you are to submit daily before work at home or upon arrival at work. Practice required physical distancing (6' or more at all times). Wear a face covering at all times (unless alone in your own office with your door closed).

Practice regular hand washing - 20 seconds - when entering the building, regularly throughout the day, and before exiting. Limit contact with other staff members as much as possible (use the phone, email, etc., when practical).

Do not allow outside visitors onto NMCUSD campuses/sites (exception: essential workers who have been approved by the managing site or department supervisor, when an alternate meeting format is not possible). Maintain clutter free surfaces and workstations for efficient and regular cleaning and disinfecting.

Staff and students are updated on a weekly basis by school administration when the high school shifts phases of student support and on-campus learning. The phases dictate the determination of on-site staff and students and the allocation of our workforce to ensure the safety and wellness of all. The school administration is able to guide personnel through each stage with the support of the district office and safety flowcharts provided. All staff are required to complete mandatory training and all students (when on campus) are required to comply by the county health orders of mask wearing and physical distance measures. Signs are posted throughout the campus, including all entry and exit point, and doorways, reminding members of our community to abide by local health ordinances and safety guidelines.

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 | 30 | 4 | 23 | 15 | 29 | 8 | 12 | 22 | 33 | 7 | 27 | 11 |
| Mathematics | 31 | 3 | 19 | 17 | 27 | 6 | 27 | 10 | 31 | 2 | 27 | 8 |
| Science | 30 | 4 | 21 | 13 | 31 | 3 | 18 | 15 | 44 | 1 | 14 | 15 |
| Social Science | 29 | 5 | 14 | 12 | 30 | 3 | 10 | 19 | 30 | 4 | 23 | 8 |

*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* | 247 |

*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) | 5 |
| Other | 2 |

*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 | \$10,072 | \$1,462 | \$8,609 | \$92,448 |
| 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)

Services are provided through multi-disciplinary teams and tiered levels of support across the school. The Assistant Principal of Student Services leads a multi-disciplinary Coordination of Student Services Team to provide a tiered response to intervention model serving all students in the school to meet social-emotional, behavioral, and attendance related needs of students. The Student Attendance Review Team (SART) process is supported by the coordinator for Family Services and Youth Engagement and the bilingual Community liaison. Community partners and parents are an integral part of the process. There is a progressive intervention model for providing services and support to students, teachers, and families to remove obstacles that are keeping students from success.

The Academic Counselors and the Assistant Principal of Guidance and Academics work with post-secondary partners and community members to provide college and career ready 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, and academic interventions as needed to keep students on track. Academic interventions are addressed by the multi-disciplinary Coordination of Student Academics team (consisting of the counselors, the AVID Coordinator, the Instructional and EL Specialists, Migrant Education, and the Assistant Principal of Guidance and Academics). This MTSS team reviews student data and teacher referrals and develops action plans. The process for such collaboration and a MTSS team approach requires consistent communication, monitoring, case management and referral strategies that are continually monitored and revised as needed. In addition, school-wide services are provided to develop and maintain a positive school climate. A Link Crew Coordinator insures full implementation of Link Crew support throughout the year. There are now over one hundred Link Crew leaders actively working with freshman all year long and attending events and professional development with other Link Crew schools. Link Crew works closely with ASB, athletics, and school clubs to insure all student leadership teams interface on common goals.

Academic Support is provided through in time language aides and special program support staff. We provide before-school and after-school tutoring all students who wish to participate. The tutoring focuses on Math and English in an effort to increase our student achievement in these core areas. Additional academic support is provided by community and college partners. All tutoring and academic support has shifted to virtual distance learning for the 2019-2020 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/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|------------------|-------------------------------|-----------------------------------|
| Foreign Language | 2 | N/A |
| Mathematics | 1 | N/A |
| Science | 5 | N/A |
| Social Science | 3 | N/A |
| All courses | 11 | 20.8 |

*Where there are student course enrollments of at least one student.

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 |

The primary areas of focus for our staff development 20-21 school year includes: standards-based learning, student engagement, data informed instruction, and digital platforms including google and zoom and multiple tech applications for instruction. The teachers have one to two hours every Monday school is in session for personalized professional development facilitated by our Instructional Specialist staff and Educational Technology leaders. These sessions are optional and available for teachers to take as needed/wanted to continue growth in areas specific to distance learning and student engagement. Three Mondays out of each month our department and grade-level teams use data and best practice learning/thinking strategies to review student focus groups and learning over time. The staff are trained in data cycles throughout the year. We hold 4 full days of professional development throughout the year with topics being driven by teacher interest and district initiatives. One day is solely dedicated to school environment, safety and wellness training, Culturally Relevant Teaching and Social Emotional Learning. All staff are encouraged to attend conferences that support school climate (Link Crew, CADA, NASRO), college and career readiness, and learning strategies (AVID, Distance Learning Playbook).

Teachers are supported with 1:1 coaching by our Instructional Specialists, mentored by our school administration, and collaborate peer-to-peer as data review teams. The informal and formal observations conducted by school administration are focused keeping district-wide initiatives in the forefront of our school-wide practice. Each department has a teacher who is also an Instructional Leader. The Instructional leader guides much of the teamwork and collaboration time around the expected outcomes from the professional development. All staff that have additional coaching/mentoring through credentialing programs have a district or high school staff member who meets with them on a regular basis and records support and growth metrics in our Frontline system. Administration is able to review the coach/mentors progress overall and support as needed.