North Monterey County High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2025-26 School Contact Information

School Name	North Monterey County High School
Street	13990 Castroville Blvd.
City, State, Zip	Castroville, CA 95012
Phone Number	(831) 633-5221 ext 3397
Principal	Daniel Andrus
Email Address	daniel_andrus@nmcusd.org
School Website	https://nmchs.nmcusd.org/
Grade Span	
County-District-School (CDS) Code	27738252730034

2025-26 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Dr. Matthew Turkie
Email Address	matthew_turkie@nmcusd.org
District Website	https://www.nmcusd.org/

2025-26 School Description and Mission Statement

North Monterey County High School is a school where all youth are given opportunities to grow both academically and socially every day. North Monterey County High School (NMCHS) serves the students of the surrounding communities of Castroville, Moss Landing, Prunedale, Elkhorn and Royal Oaks. Our high school is settled between local communities, family farms, and the Elkhorn Slough; a protected sanctuary and biologically diverse body of water extending miles inland from the Moss Landing Harbor. As of fall 2025, NMCHS housed approximately 1,280 students. Our high school is physically located in the town of Castroville, the heart of one of the most fertile and agriculturally rich areas in the United States of America and is known as the "Artichoke Capital of the World." Our high school is committed to developing students for success during high school and future college, career and civic engagement. NMCHS has a proud reputation for providing a safe and welcoming environment for students, staff, and the community. North Monterey County High School offers a full range of core classes, multiple college and career CTE pathways, elective options, honors and Advanced Placement courses, numerous before and after school enrichment activities, and a full visual and performing arts and athletic program.

North Monterey County High School is part of the larger North Monterey County Unified School District (NMCUSD) community which serves approximately 4,300 students in grades PreK-Adult. A majority of North Monterey County High School students have grown up in our district and its communities. The students enrolled at North Monterey County High School (NMCHS) are representative of the full socio/economic spectrum of North Monterey County. All students are eligible for our Free Breakfast and Lunch Program. People from our area work in all sectors of the agriculture, hospitality, tourism, and service industries. At North Monterey County High 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 High School's environment of trust and mutual respect for all people reflects our belief that all students can learn. Department and cohort teams meet weekly in Professional Learning Communities to analyze assessment data and student outcomes, plan and review lessons, create rigorous, standard-based, and collaborative learning progressions, and discuss effective research-based strategies for differentiating instruction and providing appropriate supports for all students. In their classes, students at North Monterey County High School concentrate on the Common Core State Standards and 21st Century Skills (4Cs: communication, collaboration, creativity, and critical thinking). NMCHS employs educational methods that

2025-26 School Description and Mission Statement

reflect a rapidly changing, diverse, and technologically advanced society. We provide curriculum and programs for our students that place a strong emphasis on the academic and self-management skills required for college and career readiness.

North Monterey High School student engagement protocols and procedures are 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 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	327
Grade 10	321
Grade 11	286
Grade 12	316
Total Enrollment	1,250

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	90.6
Two or More Races	0.4
White	7.5
English Learners	29.5
Foster Youth	0.2
Homeless	19.7
Migrant	6.1
Socioeconomically Disadvantaged	84.5
Students with Disabilities	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.7	62.92	175.2	76.52	234405.2	84
Intern Credential Holders Properly Assigned	1.5	2.11	4.3	1.88	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.3	22.99	25.3	11.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.35	6.3	2.78	11953.1	4.28
Unknown/Incomplete/NA	8.2	11.6	17.7	7.76	15831.9	5.67
Total Teaching Positions	71	100	229	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35	53.09	159.9	74.07	231142.4	83.24
Intern Credential Holders Properly Assigned	3.5	5.31	6.3	2.93	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.5	20.5	20.4	9.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.26	8.3	3.89	11746.9	4.23
Unknown/Incomplete/NA	13	19.83	20.8	9.64	14303.8	5.15
Total Teaching Positions	65.9	100	215.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.9	50.57	159.7	73.1	230039.4	100
Intern Credential Holders Properly Assigned	2.6	4.08	7.5	3.43	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.2	23.33	29.5	13.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	3.57	7.3	3.37	12112.8	4.34
Unknown/Incomplete/NA	12	18.42	14.3	6.58	13705.8	4.91
Total Teaching Positions	65.2	100	218.6	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.90	5	5.5
Misassignments	13.30	8.5	9.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	16.30	13.5	15.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.8
Local Assignment Options	0.20	0.8	1.4
Total Out-of-Field Teachers	0.20	0.8	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.9	23.5	18.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.9	14.6	1.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our Williams visit certified the availability of texts for all students.

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English I-McGraw Hill StudySync, 2021 English II-McGraw Hill StudySync, 2021 English III-McGraw Hill StudySync, 2021 English IV-McGraw Hill StudySync, 2021 ELD I Get Ready Units 1-5-Vista Higher Learning, 2025 ELD II Get Ready Units 6-10-Vista Higher Learning, 2025 ELD III Engage-Vista Higher Learning, 2025 College Prep Expository Reading and Writing-Expository Reading and Writing Curriculum, California State University	0%
Mathematics	Core Connections Integrated Math I, College Preparatory Math, 2021 Core Connections Integrated Math II, College Preparatory Math, 2021 Core Connections Integrated Math III, College Preparatory Math, 2021	0%
Science	Integrated Science I-Open Stax Online Modules, 2024 Integrated Science II-Open Stax Online Modules, 2024 Chemistry-Open Stax Online Modules, 2024 Human Anatomy-Open Stax Online Modules, 2024 Biology-Prentice Hall Biology, 2024	0%
History-Social Science	Impact World History, Culture and Geography-McGraw Hill Education-California Impact, 2019 Impact US History and Geography-McGraw Hill Education-California Impact, 2019 Impact California Social Sciences: Principles of Economics-McGraw Hill Education-California Impact , 2019	0%

	Impact: Principles of Democracy-McGraw Hill Education-California Impact, 2019	
Foreign Language	Spanish 1: Nuestra Historia 1-Voces Digital, 2025 Spanish 2: Nuestra Historia 2-Voces Digital, 2025 Spanish 3: Nuestra Historia 3-Voces Digital, 2025 Spanish Language Arts 1: Anécdotas 1-One Way Education, 2025 Spanish Language Arts 2: Anécdotas 2-One Way Education, 2025 AP Spanish Language: Traingulo Aprobado, Wayside, 2015	0%
Health	Comprehensive Health Skills for High School-Goodheart-Wilson Company, 2023	0%
Visual and Performing Arts	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013	0%
Science Laboratory Equipment (grades 9-12)	Sufficient lab materials are available	0%

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

School Facility Conditions and Planned Improvements

North Monterey County High School has completed the following work: 1) play area updates; 2) solar and electrical repairs and updates; 3) drainage system repairs and updates; 4) renovation/remodel and repairs to multiple rooms; 5) updates to landscaping: and heating repairs.

Year and month of the most recent FIT report	5/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: P RM 36 / 37/ SPECIAL ED: 2. DIRTY VENTS 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP P RM 57: 2. DIRTY VENTS 7. LIGHT DIFFUSER IS CRACKED 15. DOOR STOP IS LOOSE
Interior: Interior Surfaces			X	DANCE: 4. FORMICA IS BROKEN ON SINK COUNTER MAIL/COPY RM: 4. WATER STAIN CEILING TILES OFC/ COORDINATOR: 4. WATER STAIN CEILING TILES P RM 36 / 37/ SPECIAL ED: 2. DIRTY VENTS 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP P-80: 4. DOOR DOES NOT OPEN PROPERLY RM 1: 4. WATER STAIN CEILING TILES/ CARPET IS WORN WITH WAVES RM 10: 4. CEILING TILES HAVE HOLES/ WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 12: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

				RM 13/ SPECIAL ED: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM NEAR LUNCH TABLE AREA RM 16: 4. CEILING TILES HAS HOLE 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD RM 18: 4. WATER STAIN CEILING TILES/ RM 2: 4. WATER STAIN CEILING TILES RM 28: 4. CARPET IS TORN/ CEILING TILES ARE SAGGING RM 29: 4. WATER STAIN CEILING TILES RM 30: 4. WATER STAIN CEILING TILES RM 31: 4. CEILING TILE IS DAMAGED RM 32: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON FLOOR RM 33: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON FLOOR 12. METAL PLATES ARE RUSTED UNDER WINDOWS RM 4: 4. WATER STAIN CEILING TILES 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM 40 / SCIENCE: 4. WATER STAIN CEILING TILES RM 41/ SCIENCE: 4. WATER STAIN CEILING TILES 7. TWO LIGHT PANELS ARE OUT RM 43/ SCIENCE: 4. WATER STAIN CEILING TILES 7. SURGE PROTECTORS ARE DAISY CHAINED RM 5: 4. WATER STAIN CEILING TILES 7. ELECTRICAL CORDS ARE DAISY CHAINED RM 50: 4. CEILING TILES ARE SAGGING 15. DOOR DOES NOT CLOSE PROPERLY RM 51: 4. CEILING TILES ARE TORN RM 54: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 55: 4. WALLPAPER IS TORN RM 61: 4. WATER STAIN CEILING TILES RM 63: 4. WATER STAIN CEILING TILES/ CARPET IS TORN RM 64: 4. WATER STAIN CEILING TILES RM 65: 4. WATER STAIN CEILING TILES/ CARPET IS TORN 15. DOOR DOES NOT CLOSE PROPERLY RM 7: 4. WATER STAIN CEILING TILES 11. PLASTER IS CHIPPING ON WALL RM 70: 4. WATER STAIN CEILING TILES RM 8: 4. CEILING TILE IS MISSING 14. ROOM NUMBER SIGN IS MISSING WEIGHT RM: 4. CEILING TILES ARE MISSING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			BOYS LOCKER RM: 7. LIGHT DIFFUSER IS MISSING 11. PAINT IS CHIPPING ON WALLS AND BENCHES 15. DOOR TOWARDS PORTABLES DOES NOT OPEN OR CLOSE PROPERLY P RM 57: 2. DIRTY VENTS 7. LIGHT DIFFUSER IS CRACKED 15. DOOR STOP IS LOOSE RM 15: 7. SURGE PROTECTORS ARE DAISY CHAINED 15. DOOR STOP IS LOOSE

School Facility Conditions and Planned Improvements

				RM 16: 4. CEILING TILES HAS HOLE 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD RM 17: 7. OUTLET COVER IS BROKEN UNDER WHITEBOARD RM 3: 7. OUTLET COVER IS BROKEN 15. DOOR SLAMS SHUT RM 4: 4. WATER STAIN CEILING TILES 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM 41/ SCIENCE: 4. WATER STAIN CEILING TILES 7. TWO LIGHT PANELS ARE OUT RM 43/ SCIENCE: 4. WATER STAIN CEILING TILES 7. SURGE PROTECTORS ARE DAISY CHAINED RM 5: 4. WATER STAIN CEILING TILES 7. ELECTRICAL CORDS ARE DAISY CHAINED RM 6: 7. LIGHT PANEL IS FLICKERING 15. SWING ARM IS NOT WORKING ON HALLWAY DOOR RM 95: 7. EIGHT LIGHT PANELS ARE OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms are operational with no outstanding repairs needed.
Safety: Fire Safety, Hazardous Materials	X			BOYS LOCKER RM: 7. LIGHT DIFFUSER IS MISSING 11. PAINT IS CHIPPING ON WALLS AND BENCHES 15. DOOR TOWARDS PORTABLES DOES NOT OPEN OR CLOSE PROPERLY GIRLS LOCKER RM: 11. PAINT IS CHIPPING ON WALLS AND BENCHES P RM 36 / 37/ SPECIAL ED: 2. DIRTY VENTS 4. WATER STAIN CEILING TILES 11. NO SKID PAINT IS PEELING ON RAMP RM 21: 11. PAINT IS CHIPPING ON DOOR AND FRAME RM 32: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON FLOOR RM 33: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON FLOOR 12. METAL PLATES ARE RUSTED UNDER WINDOWS RM 7: 4. WATER STAIN CEILING TILES 11. PLASTER IS CHIPPING ON WALL
Structural: Structural Damage, Roofs	X			P RM 35: 12. DRY ROT ON SKIRTING 13. EAVE IS RUSTED WITH HOLE RM 33: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON FLOOR 12. METAL PLATES ARE RUSTED UNDER WINDOWS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ADMIN BLDG.: 15. NO SWING ARM ON MAIN ENTRY DOOR BAND: 15. SWING ARM IS MISSING ON DOOR BOYS LOCKER RM: 7. LIGHT DIFFUSER IS MISSING 11. PAINT IS CHIPPING ON WALLS AND BENCHES 15. DOOR TOWARDS PORTABLES DOES NOT OPEN OR CLOSE PROPERLY GYM: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM AROUND PIKNIC TABLE AREA P RM 56: 14. ROOM NUMBER SIGN IS MISSING 15. DOOR STOP IS LOOSE

School Facility Conditions and Planned Improvements

				P RM 57: 2. DIRTY VENTS 7. LIGHT DIFFUSER IS CRACKED 15. DOOR STOP IS LOOSE RM 10: 4. CEILING TILES HAVE HOLES/ WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 11: 15. DOOR DOES NOT CLOSE PROPERLY RM 13/ SPECIAL ED: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM NEAR LUNCH TABLE AREA RM 15: 7. SURGE PROTECTORS ARE DAISY CHAINED 15. DOOR STOP IS LOOSE RM 23/ STAFF LOUNGE: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 3: 7. OUTLET COVER IS BROKEN 15. DOOR SLAMS SHUT RM 42/ SCIENCE: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 15. DOOR DOES NOT CLOSE PROPERLY RM 50: 4. CEILING TILES ARE SAGGING 15. DOOR DOES NOT CLOSE PROPERLY RM 54: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 6: 7. LIGHT PANEL IS FLICKERING 15. SWING ARM IS NOT WORKING ON HALLWAY DOOR RM 65: 4. WATER STAIN CEILING TILES/ CARPET IS TORN 15. DOOR DOES NOT CLOSE PROPERLY RM 8: 4. CEILING TILE IS MISSING 14. ROOM NUMBER SIGN IS MISSING

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	52	28	29	47	48
Mathematics (grades 3-8 and 11)	8	8	15	17	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	260	97.74	2.26	51.92
Female	119	117	98.32	1.68	61.54
Male	146	142	97.26	2.74	43.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	248	243	97.98	2.02	49.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	72.73
English Learners	67	64	95.52	4.48	9.38
Foster Youth	0	0	0	0	0
Homeless	57	56	98.25	1.75	37.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	221	98.22	1.78	47.06
Students Receiving Migrant Education Services	16	15	93.75	6.25	33.33
Students with Disabilities	35	33	94.29	5.71	18.18

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	266	256	96.24	3.76	8.20
Female	119	115	96.64	3.36	6.96
Male	146	140	95.89	4.11	9.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	248	240	96.77	3.23	7.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	67	64	95.52	4.48	0.00
Foster Youth	0	0	0	0	0
Homeless	57	56	98.25	1.75	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	218	96.89	3.11	6.88
Students Receiving Migrant Education Services	16	15	93.75	6.25	13.33
Students with Disabilities	35	31	88.57	11.43	3.23

CAASPP Test Results in Science for All Students

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

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.4	20.37	15.77	17.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	563	552	98.05	1.95	20.11
Female	263	260	98.86	1.14	19.23
Male	299	291	97.32	2.68	20.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	516	511	99.03	0.97	18.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	31	83.78	16.22	35.48
English Learners	116	114	98.28	1.72	0.00
Foster Youth	--	--	--	--	--
Homeless	110	109	99.09	0.91	13.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	461	455	98.70	1.30	18.02
Students Receiving Migrant Education Services	25	24	96.00	4.00	16.67
Students with Disabilities	85	79	92.94	7.06	8.86

2024-25 Career Technical Education Programs

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- Medical Assisting and Sports Medicine

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

Engineering and Design Industry Sector
Architectural and Structural Engineering Pathway- Engineering and Robotics

Manufacturing and Product Development Industry Sector
Metal and Wood Technology Pathway

Transportation Industry Sector
Vehicle Maintenance, Service, and Repair Pathway

2024-25 Career Technical Education Programs

Visual & Performing Arts Sector
Multimedia Production Pathway
Music Production Pathway

Our is a member of the Mission Trails ROP JPA and participates in a regional advisory annually.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	780
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.48
Graduates Who Completed All Courses Required for UC/CSU Admission	45.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	75.7%	94.1%	97.9%	74.9%	89.3%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

There are numerous opportunities for parent involvement at North Monterey County High School. We have an active School Site Council, and English Language Advisory Committee (ELAC), which meet monthly. Parents who are involved in these organizations play an important role in shaping the educational program at North Monterey County High School.

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

Back to School Night, Open House, Winter Family Night, winter and spring band concerts, Condor Showcase, CTE Symposium, quarterly honor roll assemblies, sports events, parent orientation for incoming students, AVID program informational meetings, end-of-season sports banquet, and 12th grade Graduation are other opportunities for parent involvement. Parents receive letters with updates and have access to a weekly student assignment planner in grades 9 and 12. School administration provides multilingual communication in English, Spanish and Mixteco (as needed); multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. For more information, parents can also contact the office.

Parents are offered the opportunity to attend school-wide townhall meetings, adolescent health and wellness meetings and in-person 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. Parents are provided an opportunity to participate in school support by being actively involved in the Band Booster Club, Academic Clubs.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.8	7.1	3.2	3.1	6.7	3.6	8.2	8.9	8
Graduation Rate	91.7	91.9	90.5	90.1	91.1	90.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	283	256	90.5
Female	138	129	93.5
Male	144	126	87.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	254	231	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	25	21	84.0
English Learners	78	68	87.2
Foster Youth	--	--	--
Homeless	99	92	92.9
Socioeconomically Disadvantaged	253	229	90.5
Students Receiving Migrant Education Services	15	14	93.3
Students with Disabilities	51	38	74.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1322	1278	371	29.0
Female	620	597	164	27.5
Male	700	679	206	30.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1193	1153	335	29.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	102	98	26	26.5
English Learners	399	381	121	31.8
Foster Youth	--	--	--	--
Homeless	318	313	100	31.9
Socioeconomically Disadvantaged	1103	1070	318	29.7
Students Receiving Migrant Education Services	92	88	19	21.6
Students with Disabilities	207	204	85	41.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.86	8.23	6.13	3.75	5.24	3.81	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.08	0	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.13	0.08
Female	4.52	0.00
Male	7.57	0.14
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.12	0.08
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.90	0.00
English Learners	8.27	0.25
Foster Youth	0.00	0.00
Homeless	8.81	0.00
Socioeconomically Disadvantaged	6.26	0.09
Students Receiving Migrant Education Services	4.35	0.00
Students with Disabilities	11.59	0.48

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

Elements of the Safety Action Plan:

- Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
- Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
- Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
- Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
- Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)
- Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

Dates for Review and Revision of Annual Safety Plan:

- 2/17/26 :School Site Council Safety Plan Review and Approval
- 3/13/26: Board Approval

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	41	4
Mathematics	28	4	26	7
Science	30	2	21	7
Social Science	29	3	23	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	10	28	12
Mathematics	29	4	18	14
Science	32	2	9	20
Social Science	29	1	27	4

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	37	2
Mathematics	27	5	28	4
Science	30	1	22	8
Social Science	28	4	25	3

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	214

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,812	$5,639	$8,173	$110,304
District	N/A	N/A	$12,589	$105,390
Percent Difference - School Site and District	N/A	N/A	-42.5	4.6
State	N/A	N/A	$11,146	$100,249
Percent Difference - School Site and State	N/A	N/A	-30.8	9.6

Fiscal Year 2024-25 Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special education—programs offering appropriate, individualized education to students with special needs
- Supplemental grants used to increase or improve services to unduplicated pupils
- Special projects/grants
- Transportation
- Facilities, Maintenance and operations
- Expanded learning instruction.
- District administration
- Career Technical Education
- Visual and Performing Arts

NMC High School receives an instructional budget based on enrollment, programs, and on formulas set by the Board of

Fiscal Year 2024-25 Types of Services Funded

Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. The school also receives special grants that fund CTE and other programs such as :the Career Technical Education Incentive Grant, k12 Strong Work Force, Perkins, K16 Regional Collaborative, and Proposition 28 VAPA funds.

In addition to general state funding, NMC School District receives state and federal funding for the following categorical funds and other support Programs: Title I, Title II (Professional Development) and Title III (English Language Learners).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,607	$57,978
Mid-Range Teacher Salary	$88,207	$89,612
Highest Teacher Salary	$129,200	$117,194
Average Principal Salary (Elementary)	$147,177	$143,632
Average Principal Salary (Middle)	$149,682	$149,447
Average Principal Salary (High)	$163,408	$162,334
Superintendent Salary	$239,232	$234,076
Percent of Budget for Teacher Salaries	28.18%	27.81%
Percent of Budget for Administrative Salaries	6.6%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

The primary areas of focus for our staff development from 2023-2024 to 2024-2025 school years' includes: standards-based learning, student engagement through arts integration, social-emotional learning and equity based instructional strategies, and digital platforms for instruction: including Google Classrooms and online curriculum materials. The certificated staff and instructional aides have personalized professional development multiple times throughout the school year. These sessions are part of our annual Professional Development days, or are additional optional days/times made available for staff to take as needed/wanted to continue growth in areas specific to social emotional learning and student engagement. Department teams use data and best practice learning/thinking strategies to review student focus groups and learning over time monthly. The staff are trained in data cycles throughout the year. All staff are encouraged to attend conferences that support school culture and climate (Link Crew, CADA, NASRO), college and career readiness, and learning strategies (AVID).

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 on 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 probationary staff 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37