North Monterey County Middle 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 Middle School
Street	10301 Seymour St.
City, State, Zip	Castroville, CA 95012-2606
Phone Number	(831) 633-3391
Principal	Daniel Rimmer
Email Address	daniel_rimmer@nmcusd.org
School Website	https://nmcms.nmcusd.org/
Grade Span	7-8
County-District-School (CDS) Code	27738256026421

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 Middle School (NMCMS) serves approximately 624 students from the surrounding communities of Castroville, Moss Landing, Prunedale, Elkhorn and Royal Oaks. 87.8% of our students are socially-economically disadvantaged. 41.5% of our students are classified as English Language Learners.

North Monterey County Middle School is committed to assisting students in making the transition from elementary to middle school by implementing MTSS, Multi-Tiered System of Supports. We work with the "whole" child, addressing academic, behavioral, and social emotional needs. Our long-term objectives are to instill the values of respect, integrity, service, and excellence (RISE). Our school employs educational methods that 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 career and college readiness.

Our middle school is committed to developing students for success in high school and future in college, career and civic engagement.. North Monterey County Middle School offers a full range of core classes, multiple college and career elective options, honors courses, numerous before and after school enrichment activities, and a full music and athletic program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	306
Grade 8	318
Total Enrollment	624

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	0.2
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	93.9
Native Hawaiian or Pacific Islander	0.5
White	4.8
English Learners	41.5
Foster Youth	0.2
Homeless	20.4
Migrant	7.4
Socioeconomically Disadvantaged	87.8
Students with Disabilities	13.5

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)	22.6	64.79	175.2	76.52	234405.2	84
Intern Credential Holders Properly Assigned	1.8	5.14	4.3	1.88	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	11.43	25.3	11.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.3	2.78	11953.1	4.28
Unknown/Incomplete/NA	6.5	18.63	17.7	7.76	15831.9	5.67
Total Teaching Positions	34.9	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)	24.4	70	159.9	74.07	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	2.38	6.3	2.93	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	5.41	20.4	9.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.86	8.3	3.89	11746.9	4.23
Unknown/Incomplete/NA	6.7	19.3	20.8	9.64	14303.8	5.15
Total Teaching Positions	34.9	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)	27.5	79	159.7	73.1	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	3.43	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.8	13.83	29.5	13.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	2.3	7.3	3.37	12112.8	4.34
Unknown/Incomplete/NA	1.6	4.85	14.3	6.58	13705.8	4.91
Total Teaching Positions	34.8	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	0.00	0	1
Misassignments	4.00	1.8	3.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	1.8	4.8

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	0.00	1	0
Total Out-of-Field Teachers	0.00	1	0.8

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)	10.5	7.7	14
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	5.2	0

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

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	The Language of Literature-McDougal Littell, 2009 ELD Get Ready/Bridges! Gr. 7 & 8-Vista Higher Learning, 2025 ACT Now!-Benchmark Education Expressive Writing II-McGraw Hill Rewards-Sopris Learning	0%
Mathematics	Go Math! Grade 7 & 8-Houghton Mifflin Mathematics, 2019	0%
Science	Grade 7 & 8 Amplify Science, 2019 Grade 7 & 8 Comprehensive Health Skills-The Goodheart-Wilson Company, 2023	0%
History-Social Science	Grade 7: History Alive! The Medieval World and Beyond-Teacher Curriculum Institute, 2019 Grade 8: United States History and Geography-McGraw Hill Impact California Social Studies, 2019	0%
Foreign Language	Grade 8: Spanish 1: Nuestra Historia-Voces Digital, 2025 Grade 8: Spanish Language Arts 1-Anécdotas 1-One Way Education, 2025	0%
Health	Teacher developed Health Units	0%
Visual and Performing Arts	Arts Integration Unit Lessons, Art and Music Units	0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

The middle school site has had the following work completed during the 2023-24 school year: 1) Garden and greenhouse completion 2) Safety camera equipment expanded ; 3) Mural projects; 4) Flooring repairs and replacement; 5) Paint and repairs to fixtures; 6) Student resource and wellness completed.

Year and month of the most recent FIT report	5/11/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	RM 1: 4. CEILING TILES ARE MISSING RM 10: 4. FORMICA IS BROKEN ON COUNTER RM 11: 4. FORMICA IS BROKEN ON COUNTER 9. HANDLE IS MISSING FAUCET 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 118: 4. CARPET HAS WAVES RM 119: 4. CEILING TILE IS BROKEN/ WATER STAIN CEILING TILES 15. DOOR SWING ARM IS DISCONNECTED RM 12: 4. FORMICA IS DAMAGED ON COUNTER 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD RM 120: 4. CARPET IS TORN RM 122/COMP LAB: 4. CARPET HAS WAVES RM 123: 4. CARPET HAS WAVES RM 124: 4. CARPET HAS WAVES RM 125: 4. WATER STAIN CEILING TILES RM 126: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM 13: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON EXTERIOR WALL UNDER WINDOWS RM 14: 4. FORMICA IS BROKEN ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 15: 4. CEILING TILE IS LOOSE RM 16: 4. FORMICA IS DAMAGED ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 219: 4. CARPET IS TORN RM 220: 4. CARPET MOLDING IS MISSING AT ENTRY RM 221: 4. CEILING TILES IS BROKEN 15. DOOR SWING ARM IS DISCONNECTED RM 223: 4. CARPET IS TORN/ CEILING TILE IS DAMAGED RM 224: 4. CARPET IS TORN RM 5: 4. FORMICA IS BROKEN ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 6: 4. CEILING TILE IS LOOSE/ CEILING TILES ARE DAMAGED 15. SWING ARM ON DOOR IS NOT WORKING/ DOOR DOES NOT CLOSE PROPERLY RM 7: 4. FORMICA IS BROKEN ON COUNTER 9. DRINKING FOUNTAIN LEAKING/ NOT SHUTTING OFF COMPLETELY RM 9: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL 15. SWING ARM ON DOOR IS NOT WORKING

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 12: 4. FORMICA IS DAMAGED ON COUNTER 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM 11: 4. FORMICA IS BROKEN ON COUNTER 9. HANDLE IS MISSING FAUCET 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 121: 9. ONE SINK NOT WORKING/ ONE FAUCET IS LEAKING AT BASE RM 7: 4. FORMICA IS BROKEN ON COUNTER 9. DRINKING FOUNTAIN LEAKING/ NOT SHUTTING OFF COMPLETELY
Safety: Fire Safety, Hazardous Materials	X			P 27: 11. PAINT IS CHIPPING ON EAVE 14. TRIP HAZARD ON RAMP NEAR DOOR ENTRY/ TRIP HAZARD AT RAMP ENTRY P RM: 11. NO SKID PAINT IS PEELING ON RAMP RM 13: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON EXTERIOR WALL UNDER WINDOWS RM 4: 11. PAINT IS CHIPPING ON EXTERIOR WALL BELOW WINDOWS RM 8: 11. PAINT IS CHIPPING ON EXTERIOR WALL 15. SWING ARM ON DOOR IS NOT WORKING WOMAN'S RR: 11. PAINT IS CHIPPING ON WALL BETWEEN RESTROOMS
Structural: Structural Damage, Roofs	X			P 28T: 12. RAMP IS RUSTED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GYM: 15. SWING ARM IS NOT CONNECTED ON DOOR P 27: 11. PAINT IS CHIPPING ON EAVE 14. TRIP HAZARD ON RAMP NEAR DOOR ENTRY/ TRIP HAZARD AT RAMP ENTRY P 28: 14. TRIP HAZARD ON RAMP NEAR DOOR ENTRY RM 11: 4. FORMICA IS BROKEN ON COUNTER 9. HANDLE IS MISSING FAUCET 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 126: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM 14: 4. FORMICA IS BROKEN ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 16: 4. FORMICA IS DAMAGED ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 221: 4. CEILING TILES IS BROKEN 15. DOOR SWING ARM IS DISCONNECTED RM 5: 4. FORMICA IS BROKEN ON COUNTER 15. SWING ARM ON DOOR IS NOT WORKING RM 6: 4. CEILING TILE IS LOOSE/ CEILING TILES ARE DAMAGED 15. SWING ARM ON DOOR IS NOT WORKING/ DOOR DOES NOT CLOSE PROPERLY RM 8: 11. PAINT IS CHIPPING ON EXTERIOR WALL 15. SWING ARM ON DOOR IS NOT WORKING

School Facility Conditions and Planned Improvements

				RM 9: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL 15. SWING ARM ON DOOR IS NOT WORKING

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)	30	24	28	29	47	48
Mathematics (grades 3-8 and 11)	11	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	622	613	98.55	1.45	24.02
Female	308	301	97.73	2.27	28.57
Male	314	312	99.36	0.64	19.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	584	576	98.63	1.37	23.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0

White	28	27	96.43	3.57	40.74
English Learners	212	207	97.64	2.36	2.42
Foster Youth	--	--	--	--	--
Homeless	145	139	95.86	4.14	18.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	532	523	98.31	1.69	22.41
Students Receiving Migrant Education Services	47	46	97.87	2.13	4.35
Students with Disabilities	86	85	98.84	1.16	4.76

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	621	616	99.19	0.81	8.28
Female	308	305	99.03	0.97	7.21
Male	313	311	99.36	0.64	9.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	583	579	99.31	0.69	7.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	28	27	96.43	3.57	18.52
English Learners	211	210	99.53	0.47	0.95
Foster Youth	--	--	--	--	--
Homeless	145	142	97.93	2.07	2.82
Military	0	0	0	0	0

Socioeconomically Disadvantaged	531	526	99.06	0.94	7.79
Students Receiving Migrant Education Services	46	46	100.00	0.00	0.00
Students with Disabilities	86	84	97.67	2.33	3.57

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)	11.07	12.06	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	321	319	99.38	0.62	13.17
Female	157	156	99.36	0.64	12.82
Male	164	163	99.39	0.61	13.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	305	303	99.34	0.66	12.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	107	107	100.00	0.00	2.80
Foster Youth	--	--	--	--	--
Homeless	65	64	98.46	1.54	15.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	275	273	99.27	0.73	11.72
Students Receiving Migrant Education Services	25	25	100.00	0.00	0.00
Students with Disabilities	38	38	100.00	0.00	15.79

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 7	306	306	306	306	306

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 Middle School. Parents are encouraged to participate in our English Learner Advisory Committee (ELAC), which meets 4–5 times per year and addresses topics such as dual immersion, literacy, English proficiency testing, attendance, school safety, budgeting, and standardized test results. Parent workshops are also offered on topics including discipline, social-emotional well-being, and college readiness. ELAC representatives participate at the district level through the District English Learner Advisory Committee. Parents may also serve on the School Site Council (SSC), which includes parents, students, teachers, staff, and the principal. SSC is responsible for approving school budgets, the School Plan for Student Achievement, the safety plan, and supplemental programs. Elections are held when vacancies occur, with notices provided in both English and Spanish.

North Monterey County Middle School also offers Cafecitos, which are site-level parent engagement meetings designed to build relationships and increase understanding between families and staff. These informal gatherings include guest speakers and topics such as school operations, volunteer opportunities, and how to access the student information system. In addition, our Parent Teacher Group (PTG) provides families with opportunities to support school activities, student events, and fundraising efforts that directly benefit students. This school year, we are also hosting a Parent Summit in January, which will include sessions aligned with parent-requested topics such as supporting students' academic success and managing teenage technology use. To further support families, the district Parent Engagement Team offers a Parenting Series in both in-person and virtual formats with translation and interpretation available. Topics include social-emotional learning, academic support, positive discipline, special education services, college readiness, attendance, technology use, parent leadership, and financial literacy.

All parents are encouraged to attend school events such as Back to School Night, Open House, band concerts, honor roll assemblies, parent-teacher conferences, sporting events, AVID informational meetings, the promotion ceremony, and other school celebrations. Parents receive a monthly school newsletter, and students utilize a weekly assignment planner. School communication is provided in English, Spanish, and Mixteco (as needed) through multiple platforms including phone calls, text messages, Blackboard voice messages, flyers, videos, and home visits to ensure families remain informed and connected.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	655	643	145	22.6
Female	323	318	67	21.1
Male	332	325	78	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	615	603	130	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	30	10	33.3
English Learners	274	269	50	18.6
Foster Youth	--	--	--	--
Homeless	166	164	36	22.0
Socioeconomically Disadvantaged	566	557	128	23.0
Students Receiving Migrant Education Services	54	53	9	17.0
Students with Disabilities	91	91	19	20.9

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
8.01	9.55	6.56	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	0.15	0	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	6.56	0.00
Female	3.41	0.00
Male	9.64	0.00
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	6.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	9.12	0.00
Foster Youth	0.00	0.00
Homeless	6.02	0.00
Socioeconomically Disadvantaged	7.42	0.00
Students Receiving Migrant Education Services	9.26	0.00
Students with Disabilities	15.38	0.00

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 Middle School strives to ensure 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.

The administration, certificated staff, classified staff, parents, students, SRO, School Site Safety Advisory Committee, and RISE Team at North Monterey County Middle School review and provide input to our school's culture, climate and safety policies on an annual basis. Annually, a collaborative effort has been made to bring consistency to consistent classroom management practices, rules, policies, and procedures. The current discipline policy at NMCMS is available on the school's website and in the student handbook. Dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing are all covered by our policy, as are the consequences and prevention/intervention progressive discipline supports. During the first week of school and/or at the time of enrollment, we explicitly share our discipline policy and school rules with students and parents. To assist students with their mental health and well-being, the school employs health support staff, two academic counselors, a behavior specialist, two behavior technicians, a school psychologist, a drug and alcohol counselor, and a school therapist. School-based mental health counselors are a preventive resource for students' social-emotional health.

Elements of the Safety Action Plan:

GOAL 1: People & Programs: Meaningful Student Participation
Actions:

- Strengthen SART team and update the tracking system to ensure the team follows up with students identified as truant
- Celebrate positive student attendance, review Synergy attendance data on a regular basis, SART tracking sheet
- Support Positive School Climate and Culture by increasing PTG, Parent volunteers, Student Engagement Specialist with support from the Community Liaison & Parent Ambassador
- Increase number of students recognized for positive attendance each trimester
- Increase student engagement through more Before and after school programs offered
- Increase communication with students and families to increase participation in Extended Day programs (NEST, Sports)
- Social Emotional learning will be implemented using the Second Step curriculum. Each Monday, exploratory classes will lead students in a second step lesson. (Example: Intramural sports)

GOAL 2: Ensuring a Safe and Orderly Environment: Safe School Environment
Actions:

- By September 2025, all staff will have participated in trainings as they relate to emergency response and protocols related to Big5 implementation.
- Staff training on districtwide emergency response system
- Update Incident Command (IC) Team and create a second ICS team for before and after school programs
- Implement Incident Command Flowchart to improve Site safety and security
- Develop a plan of checking in for athletic teams that visit the middle school
- Continue the use of the 5 Star application to help document hall passes
- Hold a gang prevention and gang awareness parent meeting
- Train all students on internet safety/ best practices
- Add 3 additional cameras to assist with student safety (2 facing out and in from the gym and 1 by the PE rooms)
- Teach an anti-bullying unit lesson to all students (Using our Second Step Curriculum)

GOAL 3: People and Places: Create a safe, inclusive and welcoming learning environment that supports the social emotional learning and well being of students.
Actions:

- Provide students with restorative justice opportunities that explicitly teach accountability and empathy
- Assistant Principal, Behavior Technician and Student Engagement Specialist will lead weekly restorative justice circles (Cross training so that circles can operate if one lead is out)
- Utilize a Social Emotional Support Animal for therapeutic support

2025-26 School Safety Plan

- Increase Teacher coaching on TIER 1 classroom management & best practices
- Monthly teacher retention meetings & check ins between admin & coordinator of professional development and teacher support
- Consistent implementation of Tier 1 Social Emotional Curriculum during exploratory courses
- Psychologist and admin to help set up teacher accounts in Second Step curriculum
- Create a student panel that provides insight and recommendations on the current culture and climate as it relates to safety & inclusion.
- Publicize and recruit students for the student panel
- Meet once a month in room 222
- Have an agenda that focuses on student inclusivity, student well being and culture and climate

Dates for Review and Revision of Annual Safety Plan:
10/21/2025: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
10/23/2025: SSC reviewed data and provided recommendations for School Safety Plan
10/22/2025 : Staff meeting to review data and make recommendations
12/10/25 : SSC council Safety Plan Review and Approval
unknown: 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	17	34	17	0
Mathematics	24	7	19	0
Science	24	6	20	0
Social Science	15	23	2	0

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	24	8	17	
Mathematics	25		24	
Science	26	1	23	
Social Science	24	5	20	

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	23	12	15	
Mathematics	25	3	21	
Science	26	3	22	
Social Science	26	4	20	

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	319.5

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2

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	$14,583	$7,273	$7,310	$117,943
District	N/A	N/A	$12,589	$105,390
Percent Difference - School Site and District	N/A	N/A	-53.1	11.2
State	N/A	N/A	$11,146	$100,249
Percent Difference - School Site and State	N/A	N/A	-41.6	16.2

Fiscal Year 2024-25 Types of Services Funded

To ensure that students receive effective instruction, North Monterey County Middle School uses resources to implement the following services:

At NMCMS a significant majority of students are unduplicated students and therefore there is a need to ensure our curriculum meets the needs of English learners, Special Education students and low income students as it pertains to access and supports which requires additional supplemental materials in multiple languages, consumable materials and duplicates for home and school use. In addition funds are allocated to ensure access to internet from home. This action improves services to identified student groups. Staff are supported to collaborate on data analysis & progress monitoring of student progress to strengthen implementation of formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning. Staff are provided time to collaborate within grade/content level and/or cross- grade/content level Achievement Team protocol in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies. This action results in increased and improved services when focusing data, progress monitoring and targeted strategies and services focused on socio-economically disadvantaged, English learners and Special Education students. Supports are provided to develop project based curriculum with real world application of learning skills throughout every grade level to include enrichment; identify and use different ways for students to show that they have learned; and implement differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration. This increases services and improves services for English Learners and Special Education students of whom are also low income and/or homeless/foster youth. Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student supports before, during, and after school. This programming provides students with appropriate and relevant intervention support that is data driven, goal-oriented and meets the needs of students as they progress towards mastery of academic achievement. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: ASES Coordinator, Director of Professional Development, Director of Expanded Learning, Director for Learning & Innovation, Intervention TOSA and English Learner TOSA.

NMCMS programs are funded and supported to provide beyond school real-world applied coursework, to include work based learning curriculum, and applied or project based learning experiences and skill development resulting in students having meaningful understanding of what they learn, will support their success in life after graduation from high school and where they are related to the work based learning continuum. Resources are allocated to support implementing a Bi-literacy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school. Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students in each grade level develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. Student Personal and Career Goals and Tracking services provide a vertically aligned student personal interest and related career goal setting and progress monitoring systems that are evidenced within their digital portfolio, and 4-6 year plan for college/career pathways. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Administrator-Guidance Counseling & College/Career Readiness, Biliteracy/EL TOSA , Director for Learning & Innovation, Academic Counselors, College & Career Counselor, Data/IT Specialists, World Language Teacher, and Student Advisor/Coordinator of Services.

Fiscal Year 2024-25 Types of Services Funded

The Middle School MTSS framework is designed to support their Tier I efforts by utilizing collective collaboration among multiple teams in an effort to sustain student support, monitor academic and behavioral progress, communicate with teachers and parents, and refer students for additional services. Our MTSS and SART (Student Attendance Review) Teams, in addition to the Tier 1 Team, implement a response to intervention model of providing students with the necessary services at the appropriate levels of support. The middle school site has adopted and implemented 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. Funds are allocated to 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. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Behavior Technicians, Attendance Clerk/Technician, Campus Safety Monitors, Coordinator for Special Services,, Coordinator for Child Welfare, Foster Youth and Homeless, Coordinator for Social Work, Library Technician, Licensed Clinical Counselor, Licensed Mental Health Counselors, School Based Mental Health Counselors, Migrant Education Assistant, School Psychologist, Psychologist Specialists, and Student Engagement TOSA.

Funding is allocated to provide a NMCMS parent engagement supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering varying Parenting Series; providing Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?). Services to families include multilingual communication in English, Spanish and Mixteco. We utilize multiple platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visit, and personal calls to ensure contact with all of our families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. Service and contracted programs support programs and provide additional family services and access with the local community. Multiple staff positions and contracted programs are allocated to implement the NMCMS services above: Family Resource Center Administrative Assistant, Bilingual clerks, and Bilingual Community Liaison.

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%

Professional Development

Our staff development had focused on learning progressions and priority standards, success criteria, and data-driven instruction. Professional development has also focused on online learning platforms, strategies, and applications. Conferences, workshops, teacher principal meetings, student data analysis, and in-class coaching and debriefing have been used to provide professional development.

Professional Development

Professional development in the following domains have been provided:

- Restorative Justice: Restorative Circles
- Learning Target & Success Criteria
- Synergy SIS
- Google classroom
- Classroom Management and Student Supports
- Student engagement
- Relationship Mapping
- Reclassification of English Learners
- ACE writing strategy
- ELD Standards and Language Objectives

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