

Pajaro Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Pajaro Middle School
Street	250 Salinas Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6238
Principal	Juan M. Alcantar
Email Address	juan_alcantar@pvusd.net
School Website	https://pms-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049753

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Our School

Pajaro Middle School is a student centered professional community of teaching and learning. All of our programs are focused on creating independent learners who are socially and emotionally supported. We are an assets based institution of learning with an ever evolving growth mindset. Our daily instruction revolves around academic discourse and supports acceleration toward higher student achievement.

Our Mission

We are dedicated to a culturally responsive and positive learning community for students; one in which cooperation and respect are valued, care and support are nurtured, and academic acceleration is expected. Our mission is to help all learners reach their highest potential and to prepare the youth of our community for college, career and life.

Our Vision

Our vision remains centered on students with multiple levels of collaboration that revolves around high quality teaching and learning. Our staff consistently monitors and reports student progress in order to assess and improve the learning cycle. We continue to focus on common core standards, high impact instructional strategies, literacy, mathematics acceleration and student connection. We believe in & provide whole-child education that includes all core subjects areas and a diverse array of exploratory classes in technology infused learning environments.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	143
Grade 7	143
Grade 8	153
Total Enrollment	439

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	50.8
American Indian or Alaska Native	0.0
Asian	0.5
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	98.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.9
English Learners	44.4
Foster Youth	0.0
Homeless	28.7
Migrant	16.9
Socioeconomically Disadvantaged	94.5
Students with Disabilities	15.7

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

2020-21 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)	11.80	59.78	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.03	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.20	31.17	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.80	4.02	59.80	6.70	18854.30	6.86
Total Teaching Positions	19.80	100.00	893.30	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	
Misassignments	4.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology

All students have been provided a Chromebook and if necessary, a hotspot. . We have networked computers in the library and between two and four networked computers in each classroom.

Textbooks

We choose our textbooks from lists that have been approved by state education officials. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. Our district/site adopted math curriculum is Big Ideas. My Perspectives is our district/site adopted language arts curriculum. We have recently adopted English 3D for designated ELD and TCI for social studies. We are also currently piloting a science curriculum.

Common Core

For more than ten years, panels of scholars decided what California students should learn and be able to do. Their decisions were known as the California Content Standards, and they apply to all public schools in the state. The current transition to Common Core in various areas has led to a transition in some curriculum. Previous standards still exit in social studies and the textbooks we use and the tests given are based on these content standards. The Common Core adoptions in mathematics and language arts and the New Generation Science standards are aligned with over thirty states across the nation and focus on creating a rigorous and challenging curriculum for all students.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017 myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016 Big Ideas Math Course 2 (Eng. & Span.), Cengage/2016; Big Ideas Math Course 3 (Eng. & Span.), Cengage/2016;	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	NA	Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

8/19/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Girls Locker Room: Heater doesn't work. Holes in wall. Lights are out. Only one sink works. Room 3: heater doesn't turn on. Room 5: heater doesn't turn on.
Interior: Interior Surfaces		X		Boys Locker Room: hole in wall. Roof leaks Girls Locker Room: Heater doesn't work. Holes in wall. Lights are out. Only one sink works. Room 1: Carpet starting to fray. Dryrot on window seals. Room 18: Cove base and wall peeling. One light is out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Girls Locker Room: Heater doesn't work. Holes in wall. Lights are out. Only one sink works. Kitchen: Outside lights doesn't work. Sink doesn't work in bathroom. Water damage on ceiling tiles. Room 11: metal piece protruding from the outlet Room 12: Missing ceiling tiles. Outlet doesn't work. Room 14: outlet on floor missing safety cover. Fire Extinguisher. Room 18: Cove base and wall peeling. One light is out. Room 19: Wall outlet is out. Fire extinguisher. Room 20: Missing covers for lights. Desk outlet doesn't work. Room 21: Missing light covers Room 22: Bad outlet. Faucet leaks. Fire Extinguisher.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls Locker Room: Heater doesn't work. Holes in wall. Lights are out. Only one sink works. Kitchen: Outside lights doesn't work. Sink doesn't work in bathroom. Water damage on ceiling tiles. Room 22: Bad outlet. Faucet leaks. Fire Extinguisher. Room 3: heater doesn't turn on.
Safety: Fire Safety, Hazardous Materials	X			Library: window tdo not operate. Fire extinguishe. Room 10: Fire Extinguisher

School Facility Conditions and Planned Improvements

				Room 13: Door doesn't latch has to be slammed. Fire Extinguisher. Room 14: outlet on floor missing safety cover. Fire Extinguisher. Room 19: Wall outlet is out. Fire extinguisher. Room 22: Bad outlet. Faucet leaks. Fire Extinguisher. Room 9: Fire Extinguisher
Structural: Structural Damage, Roofs	X			Boys Locker Room: hole in wall. Roof leaks Kitchen: Outside lights doesn't work. Sink doesn't work in bathroom. Water damage on ceiling tiles. Portable 2: Roof leaks. Portable 3: Roof Leaks. Window doesn't lock. Room 12: Missing ceiling tiles. Outlet doesn't work. Room 17: Roof leaks in hard rain. Window hard to close. Room 3: heater doesn't turn on.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		Girls Restroom Next to Room 15: Library: window tdo not operate. Fire extinguishe. Portable 3: Roof Leaks. Window doesn't lock. Room 1: Carpet starting to fray. Dryrot on window seals. Room 13: Door doesn't latch has to be slammed. Fire Extinguisher. Room 17: Roof leaks in hard rain. Window hard to close. Room 6: broken windows Room 7: window tends to jam

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	17	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	439	426	97.04	2.96	24.00
Female	211	207	98.10	1.90	28.16
Male	228	219	96.05	3.95	20.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	430	418	97.21	2.79	23.98
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	187	179	95.72	4.28	3.37
Foster Youth	0	0	0.00	0.00	0.00
Homeless	122	118	96.72	3.28	21.19
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	399	390	97.74	2.26	22.62
Students Receiving Migrant Education Services	67	65	97.01	2.99	16.92
Students with Disabilities	71	68	95.77	4.23	1.47

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	440	429	97.50	2.50	8.71
Female	212	207	97.64	2.36	8.82
Male	228	222	97.37	2.63	8.60
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	431	421	97.68	2.32	8.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	187	180	96.26	3.74	0.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	122	119	97.54	2.46	4.27
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	399	393	98.50	1.50	7.44
Students Receiving Migrant Education Services	67	66	98.51	1.49	6.15
Students with Disabilities	71	70	98.59	1.41	1.45

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.78	7.1	16.22	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	148	94.87	5.13	8.78
Female	70	67	95.71	4.29	11.94
Male	86	81	94.19	5.81	6.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	144	94.74	5.26	9.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	51	48	94.12	5.88	0
Foster Youth	0	0	0	0	0
Homeless	39	37	94.87	5.13	2.7
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	134	94.37	5.63	6.72
Students Receiving Migrant Education Services	23	22	95.65	4.35	0
Students with Disabilities	29	28	96.55	3.45	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	91%	93%	93%	93%	94%

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.

2022-23 Opportunities for Parental Involvement

Our School Site Council, which includes parent members, annually approves our school program plan and some budget expenditures. Parents of English Learners are invited to join our English Language Advisory Committee which meets monthly. Migrant parents are also invited and encouraged to attend monthly meetings where specific topics related to student success are featured. Different series of parent workshops are offered throughout the year, and parents are invited and encouraged to participate.

Our parents support Pajaro Middle School by raising funds, organizing our annual Posada, volunteering at our school carnival, and honouring our staff during Teacher Appreciation Week. We always welcome parent involvement at our school.

Principal Harris is the contact person for parent involvement and can be reached at (831) 728-6238.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	480	458	182	39.7
Female	235	222	88	39.6
Male	245	236	94	39.8
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	470	448	177	39.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	4	57.1
English Learners	231	221	95	43.0
Foster Youth	3	2	2	100.0
Homeless	148	142	56	39.4
Socioeconomically Disadvantaged	449	431	169	39.2
Students Receiving Migrant Education Services	80	78	30	38.5
Students with Disabilities	82	79	39	49.4

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.54	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.21	13.96	0.02	4.40	0.20	3.17
Expulsions	0.00	0.83	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.96	0.83
Female	8.94	1.28
Male	18.78	0.41
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	13.83	0.85
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	15.58	0.87
Foster Youth	0.00	0.00
Homeless	15.54	1.35
Socioeconomically Disadvantaged	14.48	0.89
Students Receiving Migrant Education Services	15.00	0.00
Students with Disabilities	25.61	1.22

2022-23 School Safety Plan

Our Safe School Plan emphasizes two components: People and programs; also, the physical environment. The administration, School Site Council (SSC), and our District Secondary Schools Assistant Superintendent review the plan annually.

We nurture and celebrate students' values through student assemblies and recognition programs. Our campus is clean and safe, reflecting our pride in our community and ourselves. We require visitors to register in the office. Staff provides supervision before school, beginning at 7:45 a.m., and immediately after school. A campus supervisor monitors student activities during the school day. We conduct fire drills and earthquake, intruder/lockdown, and shelter-in-place drills on a regular basis. The Pajaro Principles of kindness, honesty, respect, responsibility and best effort are reviewed frequently for use not only during the school day but at all times.

Our facilities have been updated recently. We have a new blacktop and all our buildings feature brand new rooftops. We have other safety-related updates that began over the summer of 2019.

Our school community works with many Monterey County agencies to provide health-related and other types of services to support our students and families. We have on campus a Parent Center and Clinic to provide medical and dental care for qualifying families.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	10	10	
Mathematics	27	2	9	1
Science	27	2	9	1
Social Science	27	2	10	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	8	10	
Mathematics	26	2	10	
Science	26	2	10	
Social Science	26	2	10	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	5	12	
Mathematics	25	2	10	
Science	25	2	10	
Social Science	24	2	10	

2021-22 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	439

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$13,220.04	\$2,623.06	\$5,738.64	\$61,774.85
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	16.6	-8.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-13.9	-35.4

2021-22 Types of Services Funded

Federal and state funds are designated for; our English Learner specialist, additional teachers to help lower class sizes, supplemental materials, exploratory resources, increased supervision, interventions for our English Learners, and a portion of the school's technology program. These funds also provide books, material, incentives and recognition of student achievement.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Our school and the district offer numerous training and collaboration opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training. Our administrators, ELD teachers, social studies teachers, math teachers, and language arts teachers participate in additional training to support the development of curriculum aligned to the adoption of the Common Core standards. We have an English Learner specialist on site, as well as social-emotional counselling services and a counsellor who provides support to our migrant students. Teachers collaborate weekly in order to; remain asset driven, examine student achievement data, work to address areas of deficit and monitor academic progress. Professional development is delivered by site and district level expertise. Teachers are supported during implementation through in-class coaching, consistent communication, teacher-administrator meetings and student data reporting. For the 2021-22 school year, the primary focus is on best practices for teaching to engage students in daily learning.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	