

# Salinas High School

Grades 9-12  
CDS Code 27-66159-2734556

Elizabeth Duethman, Principal  
elizabeth.duethman@salinasuhd.org

726 South Main Street  
Salinas, CA 93901  
(831) 796-7400

<http://shs.salinasuhd.org/pages/SalinasHigh>



*Once a Cowboy, Always a Cowboy*



## Salinas Union High School District

431 West Alisal Street Salinas, CA 93901 ▪ [www.salinasuhd.org](http://www.salinasuhd.org)

Dan Burns, Superintendent ▪ [superintendent@salinasuhd.org](mailto:superintendent@salinasuhd.org) ▪ (831) 796-7000



## Principal's Message

At Salinas High School, our mission is to ensure that every student learns. The staff integrates the power of innovation into the strength of our traditions. Our school prides itself on promoting career and academic balance for students. We encourage students to be involved with the four A's of educational success: academics, arts, activities and athletics. Our Cowboy Way is: Safe, Honorable, Sensible.

Salinas High School was honored in 2017 as a California Gold Ribbon School. Schools selected for this award demonstrate tremendous gains in implementing state board policies and the Local Control Accountability Plan. In addition, Salinas High School was recognized as a California Title I Academic Achieving School for 2017 and was acknowledged by the California Positive Behavioral Interventions and Supports (PBIS) Coalition with a 2019 Gold level and status and a 2021 Platinum level status.

Salinas High School promotes both a college-preparatory education and a strong career education Regional Occupational Program (ROP), serving a diverse group of students. We offer accelerated classes, such as Gifted and Talented Education (GATE), honors and Advanced Placement (AP). We have more than 30 advanced courses in numerous disciplines. Our strong vocational education department offers more than 50 sections of vocational education classes. We have two partnership academies, one of which is a Lighthouse Academy.

Our outstanding fine arts program offers beginning through advanced courses in music, choral, ceramics and art. The drama department performs several productions each year in our beautiful music center and remodeled performing arts center.

In the school year 2020-21 distance learning had an impact on the number of available clubs. This is attributed to no face-to-face interaction or inability of performance-based clubs to occur. On the positive side, we had 44 active clubs during distance education. Events such as at home cooking, at home anime projects, cultural experiences and online gaming tournaments kept students involved and engaged in extracurricular offerings. These clubs and organizations were all chartered and operated under the Associated Student Body (ASB). In a typical year, our campus supports more than 70 clubs with approximately 1,600 club members. The ASB, in conjunction with campus clubs, sponsors a variety of activities, including singing contests, native dancers and food fairs. We are proud of our themed weeks that include Kindness, Ally, Red Ribbon and many more. The addition of 5-Star has generated more club involvement and participation in all activity programs.

Salinas High typically has a strong coed athletic program and fields 28 interscholastic sports with 63 different levels at the Frosh/Soph, JV and Varsity levels. In a typical year, more than 1,300 student athletes participate in athletics at Salinas High School. Due to distance learning, and COVID restrictions, only 640 students participated in athletics for the 2020-21 school year. These restrictions included offering only Varsity level for all sports and not offering Girls' Volleyball or Wrestling.

The Salinas High School coaching staff actively supports a positive culture where student/athletes are encouraged to participate in multiple sports. Participating in the extracurricular activities and athletics allows students to take advantage of the many opportunities Salinas High School has to offer, some of which include mountain biking, Drama, Band and Future Farmers of America.

The athletic director clears students for athletic participation, which includes making sure that the student's physical is current (within the last 12 months); that the student has medical insurance; has taken an ImPact baseline test within the past 24 months; signed a contract to be drug-free; and has a grade point average above 2.0, with no more than one F (failing) and one U (unsatisfactory) for the last marking period. Student/athletes turn in weekly grade checks to their coach, who then submits them for review. Any student/athlete with a grade below a C receives a referral for tutoring, which may occur before school, during lunch or after school. This could be with their teacher or one of our intervention tutors.

In 2020-21 SHS did not participate in section CCS playoffs due to the COVID-19 pandemic. However, in the spring of 2021, the Salinas Union High School District had their own league and formed an intradistrict league in order to keep athletes active and safe. Salinas High School fared very well in the district league teams that were formed.

Athletic accomplishments of the 2020-21 school year include:

- Boys' Golf undefeated for the season.
- Girls' Golf undefeated for the season.
- Boys' Tennis undefeated for the season.
- Girls' Tennis undefeated for the season.
- Swimming and Diving undefeated for the season.
- Boys' Volleyball undefeated for the season.
- Girls' Soccer undefeated for the season.
- Boys' Basketball undefeated for the season.
- One female athlete earned an Athletic Scholarship to play basketball at Chico State.
- Two female athletes received softball scholarships, one to Portland State and one to West Virginia.
- One male athlete earned a baseball scholarship to Ottawa University.
- One football athlete earned an academic scholarship to play football at Puget Sound University.

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## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Guided by educational equity and through innovation, discovery and support, the Salinas Union High School District (SUHSD) will meet the academic, behavioral and social-emotional needs of each student to ensure achievement of their aspirations.

Innovate. Equity. Achieve.



## District Vision Statement

The Salinas Union High School District will be an exemplary district committed to the advancement of all students.



## Principal's Message

*Continued from page 3*

The activities director is responsible for overseeing the ASB Leadership students, dances, student clubs and organizations, fundraising, lockers, student senate, the finance office, assemblies and the student center. Leadership meets daily during the fourth period and organizes and implements all student activities, lunchtime intramural sport and programs. The ASB is the representative of all students who attend at least one class at Salinas High School. The ASB consists of elected ASB executive officers, elected class officers and appointed commissioners. The ASB Leadership charts all clubs, regulates fundraising, and pays all bills related to ASB and athletics on campus. They have weekly formal meetings to approve all expenses, including clubs. Each officer and commissioner are voting members in such meetings.

We believe that we will continue to narrow the achievement gap by targeting struggling students and serving their educational needs and by creating avenues of support for each student's unique characteristics.

Each school year, we focus on systematizing our intervention program by connecting our Intervention Team directly with the work of our Professional Learning Communities (PLCs). We are also doing in depth work with our 9th grade students as they transition into high school.

Elizabeth Duethman, Principal

## School Mission Statement

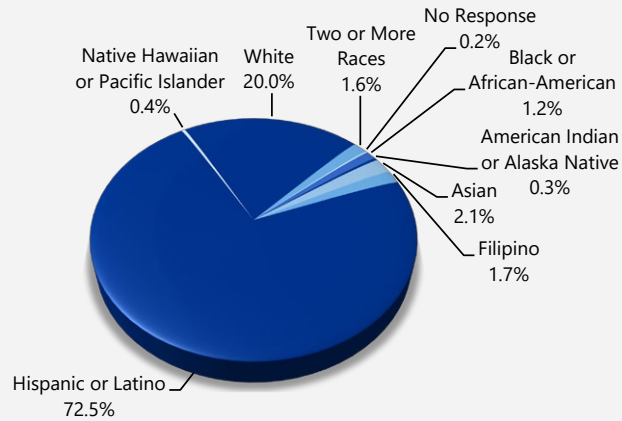
Salinas High School students and staff will utilize critical thinking, collaboration, communication, and creativity in order to be college and career ready.

## Enrollment by Student Group

The total enrollment at the school was 2,660 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

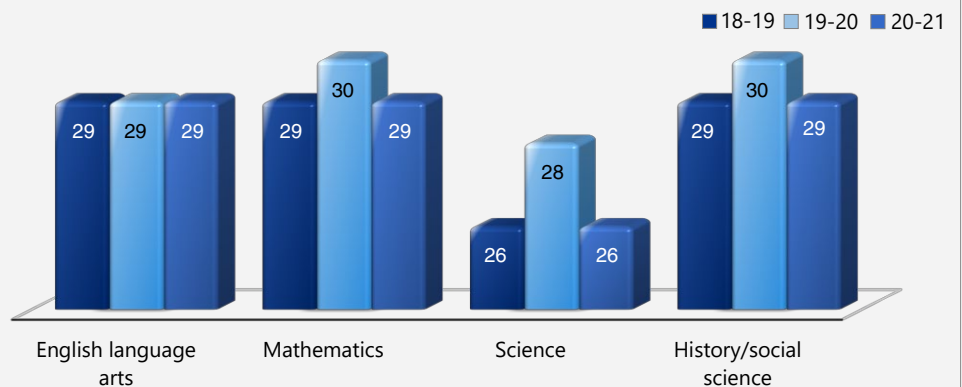


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	8	86	3	4	84	3		85	3
Mathematics	9	78	3	4	72	7	4	75	5
Science	4	58		2	28		4	60	1
History/social science	8	60	5	1	63	5		80	





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Salinas HS		Salinas Union HSD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
<b>Suspension rates</b>	4.1%	0.0%	9.8%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.2%	0.0%	0.2%	0.0%	0.1%	0.0%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Salinas HS	Salinas Union HSD	California	
	19-20	19-20	19-20	
<b>Suspension rates</b>	3.3%	4.2%	2.5%	
<b>Expulsion rates</b>	0.2%	0.2%	0.1%	

Note: 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.

## Suspensions and Expulsions by Student Group

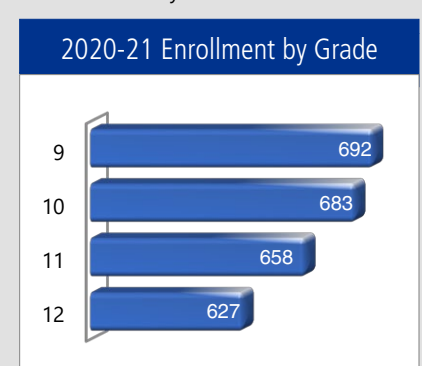
Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.0%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	0.0%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.0%	0.0%	
<b>English Learners</b>	0.0%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	0.0%	0.0%	

## Enrollment by Student Group

Demographics	
2020-21 School Year	
<b>Female</b>	49.70%
<b>Male</b>	50.30%
<b>Non-Binary</b>	0.00%
<b>English learners</b>	9.80%
<b>Foster youth</b>	0.30%
<b>Homeless</b>	0.90%
<b>Migrant</b>	1.80%
<b>Socioeconomically Disadvantaged</b>	66.70%
<b>Students with Disabilities</b>	10.70%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.





## Professional Development

New teachers receive about eight days of staff training before the beginning of the school year, while tenured teachers participate in about two days of staff training per year. We also provide teachers opportunities to attend professional-development conferences throughout the school year and during the summer. We built collaboration time for departments to meet and work on common assessments and instructional strategies in the classroom into the regular schedule this year.

### Evaluating and Improving Teachers

We evaluate new teachers at least twice a year and tenured teachers every other year unless they have been in the district for more than five years. Evaluation includes both scheduled and unscheduled observations by administrators. The school often pairs new teachers with veteran teachers to serve as mentors.

We have two academic coaches who create systems of teaching support and reflection. In addition, we have an Ed Tech coach who helps with anything related to technology. Both groups of coaches assist in the professional development plan, and help plan and lead our monthly staff meetings.

We have the New Teacher Induction program for tier-two teachers.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	1
2020-21	1
2021-22	1

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Salinas HS
	<b>Grade 9</b>
<b>Four of six standards</b>	◇
<b>Five of six standards</b>	◇
<b>Six of six standards</b>	◇

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	2,830	2,715	177	6.50%
<b>Female</b>	1,402	1,348	71	5.30%
<b>Male</b>	1,428	1,367	106	7.80%
<b>American Indian or Alaska Native</b>	14	11	2	18.20%
<b>Asian</b>	57	55	1	1.80%
<b>Black or African American</b>	33	29	2	6.90%
<b>Filipino</b>	48	46	1	2.20%
<b>Hispanic or Latino</b>	2,038	1,976	142	7.20%
<b>Native Hawaiian or Pacific Islander</b>	11	10	2	20.00%
<b>Two or More Races</b>	44	41	5	12.20%
<b>White</b>	579	541	19	3.50%
<b>English Learners</b>	302	284	57	20.10%
<b>Foster Youth</b>	12	10	1	10.00%
<b>Homeless</b>	32	32	13	40.60%
<b>Socioeconomically Disadvantaged</b>	1,867	1,820	153	8.40%
<b>Students Receiving Migrant Education Services</b>	60	57	15	26.30%
<b>Students with Disabilities</b>	315	296	35	11.80%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## SARC Reporting in the 2020–21 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

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.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Salinas HS		Salinas Union HSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Salinas HS		Salinas Union HSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\*\* This school did not test students using the CAASPP for Science.

\* Data for 2020–21 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.

## Statewide Assessments

**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).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





## CAASPP Test Results by Student Group: Science (high school)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

\* This school did not test students using the CAASPP for Science.





## Local Assessment Test Results by Student Group: English Language Arts (grade 11)

### Assessment Name: STAR Assessments

#### Percentage of Students At or Above Grade Level

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
<b>All students</b>	640	598	93.4%	6.6%	35.0%
<b>Female</b>	307	292	95.1%	4.9%	37.0%
<b>Male</b>	322	301	93.5%	6.5%	32.0%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	13	13	100.0%	0.0%	70.0%
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	14	13	92.9%	7.1%	61.0%
<b>Hispanic or Latino</b>	451	422	93.6%	6.4%	26.0%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	12	11	91.7%	8.3%	91.0%
<b>White</b>	123	118	95.9%	4.1%	54.0%
<b>English Learners</b>	41	37	90.2%	9.8%	3.0%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	412	385	93.4%	6.6%	25.0%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	62	57	91.9%	8.1%	5.05

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



## Local Assessment Test Results by Student Group: Mathematics (grade 11)

### Assessment Name: STAR Assessments

#### Percentage of Students At or Above Grade Level

**2020-21 School Year**
**Mathematics**

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	640	466	72.8%	27.2%	36.0%
Female	307	241	78.5%	21.5%	39.0%
Male	322	220	68.3%	31.7%	34.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.0%	0.0%	62.0%
Black or African American	❖	❖	❖	❖	❖
Filipino	14	10	71.4%	28.6%	50.0%
Hispanic or Latino	451	333	73.8%	26.2%	30.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	123	84	68.3%	31.7%	54.0%
English Learners	41	29	70.7%	29.3%	10.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	412	299	72.6%	27.4%	28.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	62	43	69.4%	30.6%	0.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





## Career Technical Education Programs

We have a very strong Career Technical Education (CTE) Program at our site. Students may take classes in computer business applications, computer sciences, robotics, graphic design, ornamental horticulture, construction, culinary sciences or drafting on our campus. Students may also participate in a wide variety of ROP/CTE courses at nearby sites. Our district has worked diligently to maintain ROP/CTE offerings. We are establishing stronger CTE-complete pathways. We also have two CTE academies on our campus. Our FAST Academy focuses on fitness and sports training, while our Green Academy focuses on sustainable construction and green technologies.

The Salinas Union High School District (SUHSD) is preparing students to be College and Career Ready by integrating a strong Career and Technical Education (CTE) program at five comprehensive sites, two alternative education sites and the Mission Trails ROP/CTE Center. The CTE program involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students a superb experience in a variety of sectors and pathways. In our CTE courses, students can explore and develop technical skills that will lead them to higher education or into the workplace. CTE courses offer job shadowing and work-based learning opportunities in a sequence of activities to guide students in activities dedicated to career awareness, career exploration, post-secondary career preparation and career training. Furthermore, there are several California Partnership Academies (CPA) throughout the district. Alisal High School hosts the Engineering Academy and Health Academy, North Salinas High School hosts the Health Academy, Salinas High School offers the Green Academy and FAST Academy, and Everett Alvarez High School offers the Digital Media Academy and the International Agriculture Academy, providing students a deepened experience throughout their high school career.

The following sectors and pathways/academies are available to the student body districtwide:

### **Agriculture and Natural Resources (ANR) Sector**

- Agricultural Business Pathway
- Agricultural Mechanics Pathway
- Animal Science Pathway
- Environmental Horticulture Pathway
- Agriscience Pathway (Sustainable Agriculture)
- Ornamental Horticulture (Floral Design) Pathway
- Plant and Soil Science Pathway

### **Arts, Media and Entertainment (AME) Sector**

- Digital Media Academy
- Design, Visual and Media Arts Pathway
- Graphic Design Pathway
- Game Design and Integration

### **Business and Finance Sector**

- Business Management Pathway

### **Building and Construction Trades (BCT) Sector**

- Green Construction Academy (Cabinetry, Millwork and Woodworking)
- Construction Technology Pathway
- Engineering and Heavy Construction
- Residential and Commercial Construction

### **Education, Child Development and Family Services (ECDFS) Sector**

- Child Development Pathway
- Careers in Education Pathway

### **Engineering and Architecture (EA) Sector**

- Engineering Academy
- Environmental Engineering
- Engineering Application Pathway
- Engineering Technology Pathway

### **Health Science and Medical Technology (HSMT) Sector**

- Dental Assisting Pathway
- Medical Assisting Pathway
- Foundations of Nursing Pathway
- Health Occupations/Physical Therapy Pathway
- Fitness and Sports Training (FAST) Academy
- Sports Medicine Pathway

### **Hospitality, Tourism and Recreation (HTR) Sector**

- Food Service and Nutrition Pathway
- Food Service and Hospitality Pathway

### **Information and Communication Technologies (ICT) Sector**

- Networking
- Robotics
- Food Science Pathway
- Computer Science Pathway
- Software and Systems Development Pathways

### **Manufacturing and Product Development (MPD) Sector**

- Welding and Materials Joining Pathway
- Drafting Pathway

### **Public Services (PS) Sector**

- Fire Science Pathway
- Emergency Medical Response/ Emergency Medical Technician Pathway

### **Transportation (T) Sector**

- Operations
- Engine Maintenance & Repair Pathway
- Auto Service Pathway

The following CTE courses are available to students:

- Advanced Ag Business Occupations
- Advanced Computer Science
- Advanced Culinary Arts
- Advanced Engineering and Technology
- Advanced Functional Design
- Advanced Game Design
- Advanced Interdisciplinary Science for Sustainable Agriculture
- Advanced Seed Science and Research
- Ag Business Occupations

*Continued on page sidebar*

## Career Technical Education Programs

*Continued from left*

- Agriculture Business Floral Design
- Agriculture Mechanics 1-2
- Agriculture Mechanics 3-4
- Agriculture Biology
- Agriculture Chemistry
- Agricultural Science
- Animal Care
- Animal and Plant Science
- Art History of Floral Design
- Art in the Digital Age
- Automation and Robotics (PLTW)
- Auto Service
- Biology and Sustainable Agriculture
- Business Tech 1-2
- Chemistry and Agriscience
- Child Development 1-2
- Child Development 3-4
- Cinema Arts Production
- CISCO Advanced Networking
- Computer Business Applications
- Computer Business Applications H.S.
- Computer Game Design/Animation
- Computer Science I
- Computer Science II
- Computing Ideas
- Construction Tech 1-2
- Construction Tech 3-4
- Culinary 1-2
- Culinary 3-4
- Cybersecurity
- Dental Careers
- Digital Electronics
- Draft Tech 1-2
- Draft Tech 3-4
- Engineering Design and Development
- FAST: Physical Therapist Aide
- FAST: Sports Medicine
- Foundations of Technology and Engineering
- Functional Design Through Algebra 1-2
- Foundations of Nursing
- Graphic Design
- Health Occupations
- Husky TV
- Hydrology, Landscape & Sustainable Environmental Design
- Industrial Welding
- Intro to Computer Science
- Advanced Computer Science

*Continued on page 12*

## Career Technical Education Programs

Continued from page 11

- Intro to Fire
- Intro to Sports Medicine Careers
- MCC Building Scaled Structures
- Media Productions
- Mill Cabinet Construction
- Ornamental Environmental Horticulture
- Pre-Engineering
- Principles of Engineering 1-2
- Restaurant Careers 1-2
- Restaurant Co-Op
- Retail Co-Op
- Robotics Engineering Tech II
- Robotic Technology
- Seed Enhancement
- Seed Science and Technology
- Small Engine Repair
- Sports Medical Athletic Trainer
- Sports Medicine
- TV Media Production
- Veterinary Science

SUHSD is committed to providing all students an opportunity to experience a technical course. As such, there is a 10-credit vocational education graduation requirement. All courses offered are A-G approved and meet criteria to enter a UC system. All courses are part of a CTE pathway to ensure that students who select a technical path have 360 hours of dedicated course work in the field and are pathway completers. SUHSD's CTE program is widely supported by industry and community members that attend the CTE advisory meetings twice a year. Further, some of our courses offer industry certifications. For example, the Health sector offers CPR, blood pathogens and OSHA 10 for Health care; Welding and Construction offers the OSHA 10 certification in general industry, Culinary and Restaurant Careers offers Food Handling certifications.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2020-21 Participation
		Salinas HS
Number of pupils participating in CTE		1,107
Percentage of pupils who completed a CTE program and earned a high school diploma		99.20%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0.00%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	607	547	90.10%
Female	294	270	91.80%
Male	313	277	88.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	13	13	100.00%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	408	365	89.50%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	157	142	90.40%
English Learners	98	69	70.40%
Foster Youth	❖	❖	❖
Homeless	14	8	57.10%
Socioeconomically Disadvantaged	395	345	87.30%
Students Receiving Migrant Education Services	24	11	45.80%
Students with Disabilities	66	51	77.30%

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>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.







## Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams case legislation of 2004, which requires schools to provide textbooks and instructional materials to all students. This online report shows whether we had a textbook for each student in each core course during the 2021-22 school year and whether those textbooks covered the California content standards.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
English language arts	SpringBoard California Grade 9, 10, 11; The College Board	2017
English language arts	CSU Expository Reading and Writing 3.0	2013
Designated ELD: English Language Development 1	<i>Get Ready</i> , Vista Higher Learning	2020
Designated ELD: English Language Development 2	<i>Edge: Fundamentals</i> , National Geographic	2017
Designated ELD: English Language Development 3	<i>Academic Vocabulary</i> Toolkits 1 and 2; Cengage	2019
Designated ELD: Academic Language and Literacy	English 3D Course C, Houghton Mifflin Harcourt	2017
Mathematics	<i>Mathematics Vision Project</i> , MVP	2013
Mathematics	<i>Trigonometry</i> , 3rd Edition; Pearson	2011
Mathematics: AP Statistics	<i>The Practice of Statistics</i> , 5th Edition; W.H. Freeman & Co.	2017
Mathematics	<i>Mathematics with Business Applications</i> , 5th Edition; McGraw-Hill	2005
Mathematics	<i>AP Computer Science</i> , Cengage	2017
Mathematics	<i>Precalculus</i> , Pearson Prentice Hall	2009
Mathematics: AP Calculus AB/BC	<i>Calculus: Graphical, Numerical, Algebraic</i> , 5th Edition; Pearson	2018
Science	<i>Astronomy Today</i> , 8th Edition; Pearson	2014
Science	<i>Foundations of Astronomy</i> , Wadsworth Publishing	2009
Science	<i>Biology: Concepts &amp; Connections</i>	2005
Science	<i>Biology: The Dynamics of Life</i> , Glencoe	2004
Science	<i>Biology</i> , California Edition; Holt, Rinehart & Winston	2007
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2009
Science	<i>Chemistry &amp; Chemical Reactivity</i> , Brooks/Cole Publishing	2010
Science	<i>Chemistry</i> ; Holt, Rinehart & Winston	2009
Science	<i>Introduction to Marine Biology</i> , 2nd Edition; Thomson Brooks/Cole	2002
Science	<i>Earth Science</i> , California Edition, Pearson Prentice-Hall	2005
Science	<i>Environmental Science: Earth as a Living Planet</i> , 9th Edition; John Wiley & Sons	2014

Continued on page 14

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

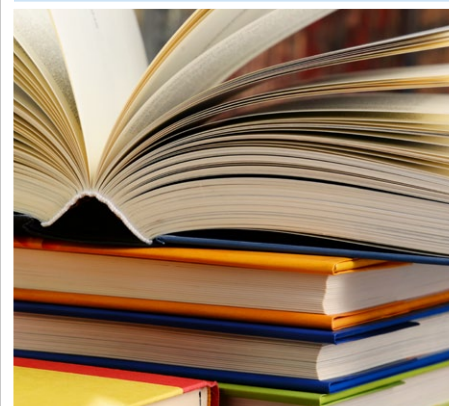
## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	12.40%
Number of AP courses offered at the school	14
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	2
Mathematics	3
Science	2
Social science	7

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Salinas HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	98.27%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	55.61%

## Textbooks and Instructional Materials, *continued from page 13*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Science	<i>Principles of Technology</i> , Thomson Learning	2002
Science	<i>Science of Earth Systems</i> , Thompson-Delmar Learning	2004
Science (AP Biology)	<i>Campbell Biology in Focus</i> 3rd Edition, AP Edition	2021
Science (Applied Physics)	<i>Physics: A First Course</i> , CPO Science	2009
Science (Honors Chemistry)	<i>Chemistry and Chemical Reactivity</i> , 4th Edition; Harcourt Brace	2001
Science (Physics)	<i>Foundations of Physics</i> , CPO Science	2009
Science (AP Physics)	<i>Physics AP</i> , Addison Wesley	2015
Science (Forensic Biology)	<i>Forensic Science: An Introduction</i> , Pearson	2019
Social Science (psych)	<i>Psychology: An Introduction</i> , 12th Edition; Prentice Hall	2007
Social Science: AP European History	<i>AP European History: The Western Heritage Since 1300</i> , Revised AP Edition; Pearson	2016
History/social science	<i>American History: A Survey</i> , 12th Edition; McGraw-Hill	2007
History/social science	<i>Power, Politics and You</i> , TCI	2019
History/social science	<i>The Power to Choose</i> , TCI	2019
History/social science	<i>History Alive! Pursuing American Ideals</i> , TCI	2019
History/social science	<i>History Alive! World Connections</i> , TCI	2019
History/social science: AP US Government	<i>Government in America</i> , 2014 Elections and Updates Edition; Pearson	2017
History/social science: AP US History	<i>American History: Connecting with the Past</i> , McGraw-Hill	2017
History/social science: Mexican American Heritage	<i>Mexicanos: A History of Mexicans in the United States</i> , Indiana University Press	2017
History/social science: American Film History	<i>American Cinema American Culture</i> , McGraw-Hill	2018
History/social science: Ethnic Studies	<i>A People's History of the United States</i> , Perennial Modern	2018
Social science (AP psych)	<i>Myer's Psychology for AP</i> , Worth Publishers	2012
Social science: AP Economics	<i>Economics</i> , Worth Publishers	2008
Health Science	<i>Comprehensive Health Skills</i> , Goodheart Wilcox	2020

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2021-22 School Year
Data collection date		9/14/2021

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Exemplary
<b>Date of the most recent school site inspection</b>		7/6/2021

## School Safety

Our school safety team consists of a specialized administrator who oversees six campus supervisors and a suspension-center aide. Together, the team focuses on keeping our campus safe. Our lead security officer holds weekly meetings to analyze discipline data and highlight areas of concern. We use predictive policing techniques. The school safety plan is reviewed and updated annually through the School Site Council. This safety plan encompasses all topics including emergency evacuation, school policies, and focus areas such as substance abuse and school climate. We hold evacuation, fire and lockdown drills.

We maintain a modified closed campus. Seniors and juniors who meet appropriate success criteria may leave campus for their lunch periods. A full-time Monterey County probation officer works on our campus to support the school leadership team in ensuring safety on our campus.

The school safety plan will be reviewed, updated and discussed with the school faculty in January 2022.

## School Description

Salinas High School was established in 1882 as Salinas Union High School. The original building was on West Alisal Street, across from the courthouse. In 1919, the school district sought bond approval to build a new high school on South Main Street. This new school building was to have a student capacity of 600 students, a large increase from the 30 students in the old building. The new building was designed by Ralph Wycoff and is a Spanish Revival style. It housed the Salinas Junior College as well.

In 1989, the building was extensively damaged in the Loma Prieta earthquake. The building was closed and the "portable campus" was established in the fall of 1993. After a great deal of thought, it was decided that the building on Main Street would be restored and that a new wing in the same style would be added. In addition, a new gym and student center/shop building was added. Facilities underwent renovation and modernization in 2002.

Over the years, Salinas High School increased in size and is currently over 2,700 students. The 2019-20 school year marked 100 years that Salinas High School has been on Main Street. The campus is regularly mentioned on the most beautiful high schools lists across the country.

## School Facilities

Salinas High School was established in 1882, with our main building being constructed in 1920. It has been modernized and renovated since that time. Facilities underwent renovation and modernization in 2002 and are in good condition. All school buildings include working heating systems. Salinas High is designed around an inner court that serves as the center for student life. It includes an amphitheater and the student center. The music center houses our band and choral programs. The Performing Arts Center (PAC) has state-of-the-art lighting and sound systems. Our campus is clean and graffiti-free; our custodial staff maintains the facility and follows a daily routine to ensure cleanliness.

The student body has embraced the tenets of the Cowboy Way—safe, honorable, sensible—and keeps the campus clean.

We have added an extra campus security officer to extend our coverage to the very active evening time as well as two COVID monitors to assist with COVID-19 prevention and issues.

The school has also gradually upgraded its safety cameras to high definition that capture video feed more clearly.



*"We encourage students to be involved with the four A's of educational success: academics, arts, activities and athletics."*



## Types of Services Funded

- Title I, Part A: Supplemental and Enrichment Education Services, Support for Youth in Transition Students, College Prep Activities
- Title I, Part C: Migrant program, Out of School Youth Program, Student Health Screenings
- Local Control Funding Formula (LCFF): Link Crew (high school), WEB (middle school), AVID (Advancement Via Individual Determination), Read 180, Rosetta Stone, Summer Bridge, Extended Learning
- After School Education and Safety (ASES) Program (middle school)
- ESSES I, II, III: meet student's academic, social, emotional and mental health needs, as well as how we address the opportunity gaps that existed before and were exacerbated by, the COVID-19 pandemic
- ELOG: credit recovery services, integrated student services such as counseling and mental health, college and career readiness, progress monitoring; and paraprofessional and tutor staffing.

## Parental Involvement

We strongly encourage parents to be involved in the school community. Parents have the opportunity to serve on school committees, get involved in booster clubs and participate in school activities through the Associated Student Body. Salinas High School actively seeks parents to serve on school committees, including the School Site Council, English Language Advisory Committee and Migrant Parent Advisory Committee. Parents may also join our three major booster clubs: agriculture, music and athletics. Additionally, parents may volunteer to serve on campus through the ASB-sponsored Wrangler Program. Parents in the Wrangler Program serve as chaperones at dances, homecoming events and field trips. They also actively participate in school-wide activities such as the Herd Roundup, Athletic Eligibility Day, freshman orientation and various other events.

Our community liaison coordinates parent-school connections. She holds weekly parent information meetings in the ASB room to educate and inform parents and to learn how to serve our families better.

For more information on how to become involved at the school, please contact Alejandra Munoz, Community Liaison, at 831-796-7400, ext. 2930 or email at [alejandra.munoz@salinasuhsd.org](mailto:alejandra.munoz@salinasuhsd.org).

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

*"At Salinas High School, our mission is to ensure that every student learns."*

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

### Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>Salinas HS</b>	89.90%	92.50%	90.10%	6.80%	5.60%	5.80%
<b>Salinas Union HSD</b>	84.50%	82.30%	83.20%	11.60%	8.10%	7.60%
<b>California</b>	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

## 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.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	93.9	86.9%	595.3	85.9%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	3.0	2.8%	10.8	1.6%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.1	1.0%	16.2	2.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.6	1.6%	21.8	3.2%	12,115.8	4.4%
<b>Unknown</b>	8.3	7.7%	48.6	7.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	108.1	100.0%	692.9	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Salinas HS	
<b>Permits and Waivers</b>	0.1	
<b>Misassignments</b>	0.9	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	1.1	

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

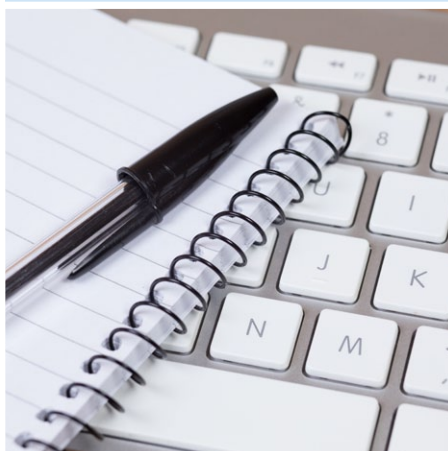
- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	372:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	9.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	1.0
Nurse	1.0
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	1.0

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

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Salinas HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.6
Total Out-of-Field Teachers	1.6

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

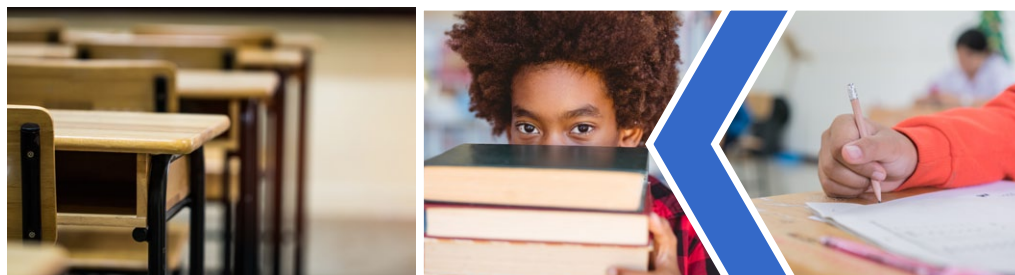
### Class Assignments

2020-21 School Year

Indicator	Salinas HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.3%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sdflash201.asp>.

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



## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	Salinas Union HSD	Similar Sized District	
<b>Beginning teacher salary</b>	\$47,715	\$54,687	
<b>Midrange teacher salary</b>	\$82,545	\$92,222	
<b>Highest teacher salary</b>	\$111,995	\$114,208	
<b>Average middle school principal salary</b>	\$141,630	\$145,785	
<b>Average high school principal salary</b>	\$143,560	\$162,322	
<b>Superintendent salary</b>	\$234,956	\$258,950	
<b>Teacher salaries: percentage of budget</b>	33%	32%	
<b>Administrative salaries: percentage of budget</b>	5%	5%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Salinas HS</b>	\$7,250	\$84,622	
<b>Salinas Union HSD</b>	\$10,317	\$80,686	
<b>California</b>	\$8,444	\$92,222	
<b>School and district: percentage difference</b>	-29.7%	+4.9%	
<b>School and California: percentage difference</b>	-14.1%	-8.2%	

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,930
<b>Expenditures per pupil from restricted sources</b>	\$1,680
<b>Expenditures per pupil from unrestricted sources</b>	\$7,250
<b>Annual average teacher salary</b>	\$84,622



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# Salinas High School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	7,480	NT	NT	NT	NT
<b>Female</b>	3,632	NT	NT	NT	NT
<b>Male</b>	3,846	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	52	NT	NT	NT	NT
<b>Black or African American</b>	56	NT	NT	NT	NT
<b>Filipino</b>	114	NT	NT	NT	NT
<b>Hispanic or Latino</b>	6,879	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	16	NT	NT	NT	NT
<b>Two or more races</b>	33	NT	NT	NT	NT
<b>White</b>	325	NT	NT	NT	NT
<b>English Learners</b>	2,008	NT	NT	NT	NT
<b>Foster Youth</b>	16	NT	NT	NT	NT
<b>Homeless</b>	280	NT	NT	NT	NT
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically disadvantaged</b>	6,434	NT	NT	NT	NT
<b>Students receiving Migrant Education services</b>	222	NT	NT	NT	NT
<b>Students with Disabilities</b>	811	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.





## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,480	NT	NT	NT	NT
Female	3,632	NT	NT	NT	NT
Male	3,846	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	114	NT	NT	NT	NT
Hispanic or Latino	6,879	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	16	NT	NT	NT	NT
Two or more races	33	NT	NT	NT	NT
White	325	NT	NT	NT	NT
English Learners	2,008	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	280	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	6,434	NT	NT	NT	NT
Students receiving Migrant Education services	222	NT	NT	NT	NT
Students with Disabilities	811	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.





## ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 7-8 and 11)  
Assessment Name: STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	7,272	7,019	96.52%	3.48%	30.00%
Female	3,527	3,447	97.73%	2.27%	33.00%
Male	3,745	3,572	95.38%	4.62%	26.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	51	50	98.04%	1.96%	70.00%
Black or African American	54	52	96.30%	3.70%	31.00%
Filipino	112	109	97.32%	2.68%	53.00%
Hispanic or Latino	6,697	6,468	96.58%	3.42%	28.00%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	46.00%
Two or more races	27	25	92.59%	7.41%	68.00%
White	310	297	95.81%	4.19%	52.00%
English Learners	2,016	1,926	95.54%	4.46%	4.00%
Foster Youth	12	10	83.33%	16.67%	--
Homeless	128	119	92.97%	7.03%	22.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	6,437	6,208	96.44%	3.56%	26.00%
Students receiving Migrant Education services	209	202	96.65%	3.35%	17.00%
Students with Disabilities	784	690	88.01%	11.99%	4.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.





## ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 7-8 and 11)  
Assessment Name: STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	7,272	6,280	86.40%	13.60%	19.00%
Female	3,527	3,124	88.60%	11.40%	20.00%
Male	3,745	3,156	84.30%	15.70%	18.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	51	49	96.10%	3.90%	61.00%
Black or African American	54	47	87.00%	13.00%	18.00%
Filipino	112	101	90.20%	9.80%	47.00%
Hispanic or Latino	6,697	5,797	86.60%	13.40%	17.00%
Native Hawaiian or Pacific Islander	15	12	80.00%	20.00%	34.00%
Two or more races	27	24	88.90%	11.10%	42.00%
White	310	247	79.70%	20.30%	35.00%
English Learners	2,016	1,698	84.20%	15.80%	2.00%
Foster Youth	12	9	75.00%	25.00%	--
Homeless	128	96	75.00%	25.00%	12.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	6,437	5,544	86.10%	13.90%	17.00%
Students receiving Migrant Education services	209	179	85.60%	14.40%	12.00%
Students with Disabilities	784	607	77.40%	22.60%	2.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.

