

# Salinas Union High School District

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SARC  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Alisal High School

Grades 9-12  
CDS Code 27-66159-2730109

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## Principal's Message

Alisal High School continues to prove that working collaboratively with a focus on student learning is the recipe for successfully meeting our mission of getting students college and career ready. In 2016, Alisal High received a six-year Western Association of School and Colleges (WASC) accreditation for the implementation of the Professional Learning Community (PLC) model, the professional development opportunities for staff and academic support for students.

With this collaborative model and the inclusion of on-site instructional coaches for teachers, personalized professional development is provided to ensure that teachers are using the most effective instructional strategies that benefit students.

PLCs have been implemented and have proven to be effective by:

- Increased graduation cohort rates (90%)
- Increased attendance rates (96%)
- Increased number of students taking and passing Advanced Placement (AP) exams

To continue with academic success, we have implemented Small Learning Communities (SLC) in grades 9-10 with a focus on student needs. The SLC provides student academic support, after-school tutorials, university field trips and opportunities for parent involvement. Additionally, we have college preparatory programs such as Advancement Via Individual Determination (AVID), AP, Project Lead the Way (PLTW) Engineering Academy, Computer Science, Robotics, Media Arts Academy, a Health and Human Services Academy and Sports Medicine.

Alisal High radiates with talent, as students are able to express themselves in baile folklórico, theatrical plays, art, band and chorus. Students are also able to participate in our strong athletic programs.

Alisal High continues to focus on creating a positive school environment by sustaining a strong Link Crew mentoring program where upper-class students lead meaningful activities that connect ninth-grade students to our school community. Alisal High has implemented the Positive Behavioral Interventions and Supports (PBIS) initiative and received Platinum level from the California PBIS Coalition's System of Recognition, reflecting excellence in the implementation of the core features of PBIS.

PBIS provides students with incentives as they demonstrate positive expected behavior by following the Trojan Traits of being respectful, responsible and safe.

The Counseling Department and College and Career Readiness team collaborate with Alisal High's staff to prepare students for their postsecondary options. Schoolwide college and career readiness activities are focused by grade level so that students may: build awareness and monitor A-G completion; complete at least two career exploration activities per school year; create academic, career, and personal enrichment goals and plans; and make the transition to postsecondary plans. In addition, the College and Career Readiness team focuses on building students' awareness of postsecondary plans by scheduling college admission/admitted student presentations from public and private universities, as well as career-centered presentations.

- Increased percentage of applicants admitted to CSU (87% to 95%)
- Increased percentage of applicants admitted to UC (62% to 78%)
- Increased financial aid application submission rates (72%)

As we look forward to next year's challenges, we continue to fine-tune our offerings and look toward introducing new and innovative programs to better address the learning needs of students and to foster a college and career mindset.

Ernesto Garcia, Principal

## School Mission Statement

Why do we exist?

Our mission is to provide a comprehensive and rigorous learning experience that prepares students academically, socially and emotionally to be productive citizens in a global society.

## School Vision Statement

An Exemplary Learning Community.

## School Values

How must we act or behave in order to accomplish our mission?

- We must be focused on learning and continuous improvement.
- We must be courageous, compassionate and trustworthy.
- We must be professional, open-minded, collegial and collaborative.
- We must be positive, enthusiastic and supportive of each other's needs.



## 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

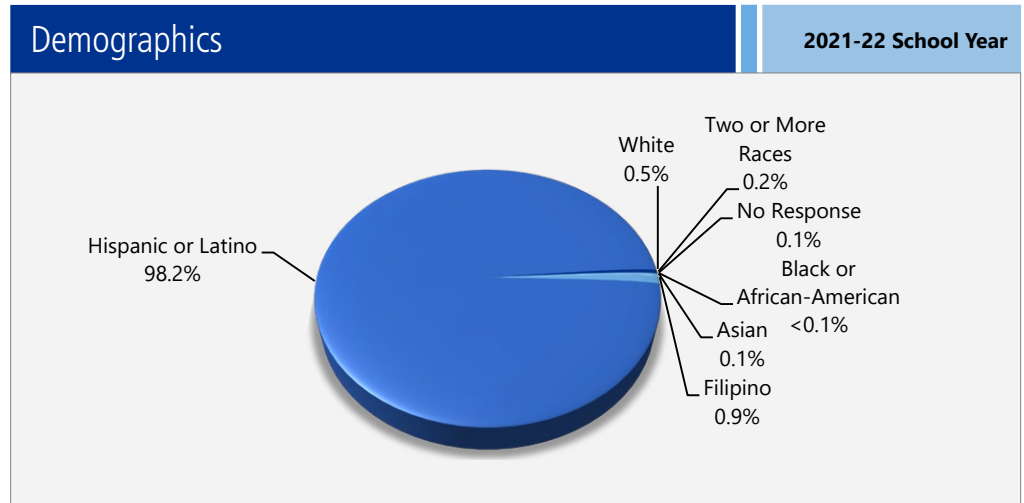
The Salinas Union High School District will be an exemplary district committed to the advancement of all students.

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	47.60%
Male	52.30%
Non-Binary	0.10%
English learners	21.40%
Foster youth	0.10%
Homeless	0.70%
Migrant	5.30%
Socioeconomically Disadvantaged	90.70%
Students with Disabilities	9.20%

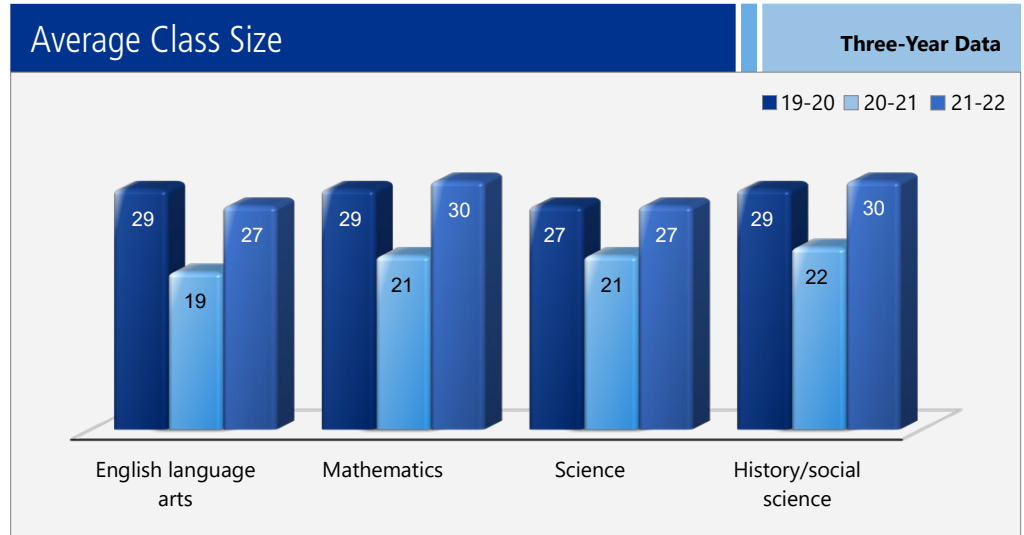
## Enrollment by Student Group

The total enrollment at the school was 3,008 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



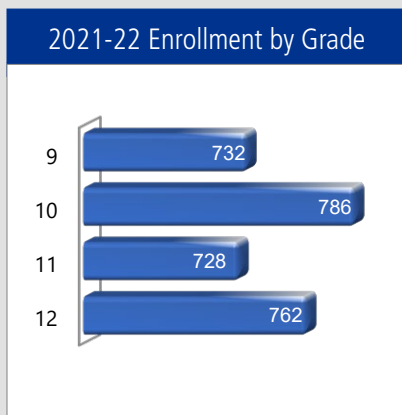
## Class Size Distribution

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.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



## Number of Classrooms by Size

Subject	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		96			93	4	1	96	
Mathematics		92		5	90	2	5	89	
Science		70		2	72	2	2	71	
History/social science		80		5	81		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	
	Alisal HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	4.0%	0.0%	4.5%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.2%	0.0%	0.2%	3.2%	0.1%

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
	Alisal HS		Salinas Union HSD	California
	19-20		19-20	19-20
<b>Suspension rates</b>	4.1%		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			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.0%	0.2%	
Female	2.3%	0.1%	
Male	5.6%	0.2%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	4.0%	0.2%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	10.5%	0.0%	
English Learners	6.8%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	13.0%	0.0%	
Socioeconomically Disadvantaged	4.2%	0.2%	
Students Receiving Migrant Education Services	4.0%	0.0%	
Students with Disabilities	8.1%	0.0%	

### 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. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduate and Dropout Rates			
Graduation Rate			
	19-20	20-21	21-22
<b>Alisal HS</b>	85.50%	85.50%	89.20%
<b>Salinas Union HSD</b>	82.30%	83.20%	87.50%
<b>California</b>	84.20%	83.60%	87.00%

Dropout Rate			
	19-20	20-21	21-22
<b>Alisal HS</b>	8.90%	9.40%	6.70%
<b>Salinas Union HSD</b>	8.10%	7.60%	6.00%
<b>California</b>	8.90%	9.40%	7.80%

Academics  
Honor  
Solidarity



## 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)
- ESSESR 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.



## 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.

## 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	72.1%	72.1%	78.0%	78.3%	76.3%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	3,201	3,096	612	19.80%	
Female	1,536	1,484	305	20.60%	
Male	1,663	1,610	307	19.10%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	2	2	0	0.00%	
Black or African American	1	1	0	0.00%	
Filipino	30	28	2	7.10%	
Hispanic or Latino	3,137	3,039	602	19.80%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	8	7	2	28.60%	
White	19	17	6	35.30%	
English Learners	733	700	199	28.40%	
Foster Youth	7	4	3	75.00%	
Homeless	23	22	13	59.10%	
Socioeconomically Disadvantaged	2,892	2,813	561	19.90%	
Students Receiving Migrant Education Services	175	169	30	17.80%	
Students with Disabilities	307	287	101	35.20%	

## 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	Alisal HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	**	30.19%	**	21.86%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

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	Alisal HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	53%	*	42%	*	47%
Mathematics	*	21%	*	17%	*	33%

\*\* This school and district 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).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

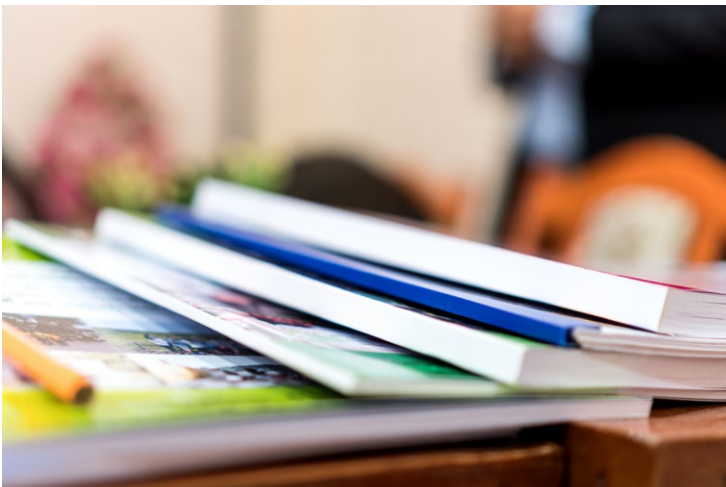
## CAASPP Test Results by Student Group: Science (high school)

## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,311	1,292	98.55%	1.45%	30.19%
Female	655	645	98.47%	1.53%	27.60%
Male	656	647	98.63%	1.37%	32.77%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	12	12	100.00%	0.00%	16.67%
Hispanic or Latino	1,287	1,269	98.60%	1.40%	30.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	152	146	96.05%	3.95%	1.37%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	1,148	1,133	98.69%	1.31%	29.39%
Students receiving Migrant Education services	64	63	98.44%	1.56%	30.16%
Students with Disabilities	61	57	93.44%	6.56%	3.51%

❖ 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.



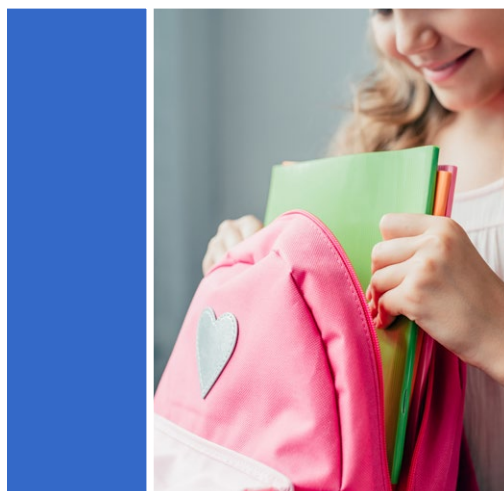
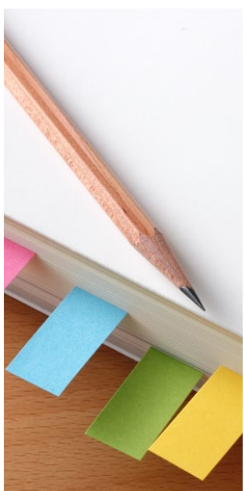




### CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	689	671	97.39%	2.61%	52.61%
Female	330	322	97.58%	2.42%	58.70%
Male	358	349	97.49%	2.51%	46.99%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	676	660	97.63%	2.37%	52.88%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	110	106	96.36%	3.64%	1.89%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	604	590	97.68%	2.32%	52.37%
Students receiving Migrant Education services	34	32	94.12%	5.88%	53.13%
Students with Disabilities	62	56	90.32%	9.68%	7.14%

❖ 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.



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

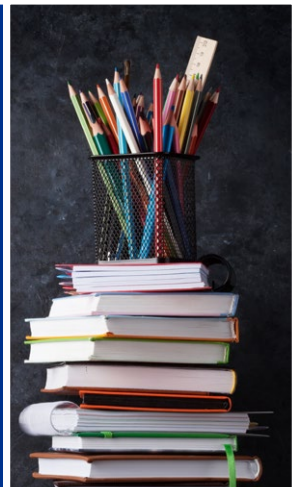
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	690	671	97.25%	2.75%	21.16%
<b>Female</b>	330	322	97.58%	2.42%	21.43%
<b>Male</b>	359	349	97.21%	2.79%	20.92%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	677	660	97.49%	2.51%	21.36%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	111	106	95.50%	4.50%	0.94%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	605	589	97.36%	2.64%	20.03%
<b>Students receiving Migrant Education services</b>	34	32	94.12%	5.88%	18.75%
<b>Students with Disabilities</b>	62	57	91.94%	8.06%	3.51%

❖ 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.





## Career Technical Education Programs

A full-time, credentialed coordinator and a full-time clerk staff our Career Center. The center offers a Career Interest Assessment to all ninth graders. It also helps with career research through the student's English or English language development (ELD) classes. All 10th graders participate in an online career-exploration program through their health classes. Also, 11th graders participate in a workshop that reviews their options after high school, including career choices and college majors. Furthermore, 12th graders participate in an interview workshop with community members. Lastly, 11th and 12th graders attend an annual career fair. Selected students participate in job shadowing and a nontraditional career fair at a local community college.

Alisal High School offers courses intended to help students prepare for the workforce. These Career Technical Education (CTE) courses, formerly known as Vocational Education, are open to all students. The accompanying table shows the number of students enrolled in a CTE course at any time during the school year. We enrolled 802 students in career technical education courses. Also, additional CTE courses have been added to ensure that all CTE courses are A-G and provide the appropriate certification to enter the workforce.

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, four middle schools 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 with a superb learning experience in a variety of sectors and pathways. In our CTE courses, students explore and develop technical skills that will lead them to higher education or into the workplace. CTE courses offer job shadowing and other work-based learning opportunities in a sequence of activities to guide students toward 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 International Agriculture Academy. These academies complement the Career Technical Education program opportunities our students experience. The following sectors and pathways/academies are available to the student body districtwide:

### **Agriculture and Natural Resources Sector**

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

### **Arts, Media and Entertainment Sector**

- Design, Visual and Media Arts Pathway
- Game Design and Integration

### **Business and Finance Sector**

- Business Management Pathway

### **Building and Construction Trades Sector**

- Green Construction Academy
- Cabinetry, Millwork and Woodworking Pathway

### **Education, Child Development and Family Services Sector**

- Child Development Pathway
- Careers in Education Pathway

### **Engineering and Architecture Sector**

- Engineering Academy
- Engineering Technology Pathway

### **Health Science and Medical Technology Sector**

- Patient Care Pathway
- Public and Community Health Pathway
- Fitness and Sports Training (FAST) Academy

### **Hospitality, Tourism and Recreation Sector**

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

### **Information and Communication Technologies Sector**

- Software and Systems Development Pathway

### **Manufacturing and Product Development Sector**

- Welding and Materials Joining Pathway

### **Public Services Sector**

- Fire Science Pathway
- Emergency Response Pathway
- Public Services Pathway

### **Transportation Sector**

- Systems Diagnostics, Service and Repair Pathway

*Continued on sidebar*

## Career Technical Education Programs

*Continued from left*

The following CTE courses are available to students:

- Advanced Culinary Arts
- Advanced Engineering and Technology
- Advanced Game Design
- Advanced Interdisciplinary Science for Sustainable Agriculture
- Agriculture Business Floral Design
- Agriculture Mechanics 1-2
- Agriculture Mechanics 3-4
- Animal Care
- Art History of Floral Design
- Art in the Digital Age
- Auto Service
- Biology and Sustainable Agriculture
- Business Tech 1-2
- Careers in Education
- Chemistry and Agriscience
- Child Development 1-2
- Child Development 3-4
- Cinema Arts Production
- Computer Business Applications H.S.
- Computer Game Design/Animation
- Computer Science II
- 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
- Emergency Medical Responder
- Emergency Medical Tech
- Engine Maintenance and Repair
- Engineering Design and Development
- Environmental Horticulture
- FAST: Physical Therapist Aide
- FAST: Sports Medicine
- Fire Science and Technology
- Foundations of Technology and Engineering
- Functional Design Through Algebra 1-2
- Foundations of Nursing
- Graphic Design
- Health Occupations
- Hydrology, Landscape & Sustainable Environmental Design

*Continued on page 12*



## Career Technical Education Programs

Continued from page 11

- Industrial Welding
- Intro to Computer Science
- Intro to Fire Fighter
- Intro to Sports Medicine Careers
- MCC Building Scaled Structures
- Medical Assisting
- Mill Cabinet Construction
- NJROTC NVL Sci 3
- NJROTC NVL Sci 4
- Physical Therapist Aide
- Pre-Engineering
- Principles of Plant Genetics and Breeding
- Principles of Engineering
- Restaurant Careers 1-2
- Retail Co-Op
- Seed Science and Technology
- Sports Medical Athletic Trainer
- Sports Medicine
- TV Media Production
- Veterinary Science

Middle School Career Exploratory Courses:

- MS Applied Technology
- MS Applied Technology/Paxton Paterson
- MS Engineering 7-8
- MS Exploratory: Automation and Robotics (PLTW)
- MS Exploratory: Coding
- MS Exploratory: Computer Ideas
- MS Exploratory: Husky TV

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 the criteria to enter a UC system. Nearly 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 who attend the CTE advisory meetings to ensure SUHSD CTE Courses remain current and informed by employment and market trends. Further, many of our courses offer industry certifications. For example, courses in the health sector offer CPR, blood pathogens and OSHA 10 for healthcare certifications; Welding and Construction offer the OSHA 10 certification in general industry; and Culinary and Restaurant Careers offer 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	2021-22 Participation
	<b>Alisal HS</b>
<b>Number of pupils participating in CTE</b>	612
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	30.40%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0.00%

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

Graduation Rate by Student Group	2021-22 School Year		
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	719	641	89.20%
<b>Female</b>	341	311	91.20%
<b>Male</b>	378	330	87.30%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	706	630	89.20%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	121	72	59.50%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	13	8	61.50%
<b>Socioeconomically Disadvantaged</b>	689	615	89.30%
<b>Students Receiving Migrant Education Services</b>	49	37	75.50%
<b>Students with Disabilities</b>	41	29	70.70%

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>.

❖ 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 2022-23 school year and whether those textbooks covered the California content standards.

## Availability of Textbooks and Instructional Materials

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

Textbooks and Instructional Materials List		2022-23 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

Percentage of Students Lacking Materials by Subject	
2022-23 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%

## 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	
2022-23 School Year	
Data collection date	9/13/2022



## Advanced Placement Courses

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

Advanced Placement Courses	
2021-22 School Year	
Percentage of students enrolled in AP courses	15.90%
Number of AP courses offered at the school	26
Number of AP Courses by Subject	
Computer science	0
English	2
Fine and performing arts	0
Foreign language	10
Mathematics	4
Science	2
Social science	8

## 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	
Alisal HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	99.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	43.08%

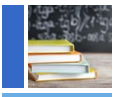
## Textbooks and Instructional Materials, *continued from page 13*

Textbooks and Instructional Materials List		2022-23 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

## Quality of Textbooks

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

Quality of Textbooks		2022-23 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	



## School Safety

Alisal High School maintains a safe and orderly campus.

The administrator overseeing safety attends monthly safety meetings to keep our administrative team and staff informed. Weekly meetings are held with the campus security team while quarterly on-site meetings are held with the safety committee to ensure safety; concerns are addressed.

We review and update our school safety plan continually. At the beginning of each school year, administration hosts grade-level meetings to discuss schoolwide expectations and safety protocol with students. Administrators also visit each classroom and discuss schoolwide expected behavior.

The staff is updated monthly regarding earthquake and fire drills that are each held once per semester. Lockdown (shelter in place) drills are also reviewed and practiced once per semester. All staff members are part of the REMIND Talking Points text-messaging service and are informed and updated when and if the need to communicate something important arises. All of our certificated and classified staff are trained on the e-module course of Alert, Lockdown, Inform, Counter, Evacuate (ALICE). A large percentage of certificated and classified staff have also taken part in live situation training with professional ALICE and Active Shooter Kimball and Associates trainers at our own site.

Our guidance counselors, school psychologists, two Monterey County Behavioral Health (MCBH) social workers and therapists, health tech and administrators are trained to assist with crisis interventions when needed. The team rallies around crisis issues and supports each other to ensure all protocols are followed. This school year we have two behavior therapists from MCBH working here full time to assist with working with students that need social/emotional therapy. We also have a third counselor from the MCBH office that works part time and comes in to meet with students twice a week. We also have one full time Monterey County social worker, and will be having a second social worker from the Monterey County Social Services Department begin working here before the end of the first semester. We also have a full time Community Human Services Counselor II that works with students in providing workshops and small group sessions covering a wide array of health topics, as well as alcohol and drug abuse prevention.

Safety supervision consists of two campus security officers, a campus supervisor team of seven members, two COVID monitors, a district-assigned probation officer and the administrative staff. Monitoring consists of a video surveillance system and strategically placing the security team and administrators all around campus throughout the day. We are a closed campus; all students, except juniors and seniors who have met academic and behavior criteria, must eat lunch on campus. Juniors and seniors must maintain eligibility criteria in order to continue with the off-campus privilege. Once visitors are allowed on campus, they must register and sign in at the main office.

In 2022, Alisal was recognized with Platinum recognition for our PBIS program. We are in the eighth year of schoolwide implementation of PBIS Tier I. At Tier I, students are provided with Character Counts lessons that teach mindfulness and support positive mental health. Tier I also has incentives built in for all students who demonstrate one or all of the Trojan Traits of being responsible, respectful or being safe.

We are now in the seventh year of providing PBIS Tier II interventions. Tier II interventions support students needing additional support. Our Tier II support is through Check in and Check Out (CICO), which pairs up students with a teacher or classified staff member for daily check-ins to assist them in starting off their day on a positive note. Students check out with their assigned staff member prior to the end of the day to follow up regarding how their day went and log it in their weekly calendar.

We provide as needed one-on-one Tier III interventions for students that need that type of support and assistance. Counselors and our school's psychologist assist with screening and assessing the student based on needs. Students are supported and recommended for a wide array of additional Tier III supports that are available on campus. Some of the newly added support systems are referring students to work with one of our on campus social workers, one of our two school psychologists, or to be assigned to work with one of the groups being run by our MCBH therapists. The two full time MCBH therapists, one interventions/academic counselor, and our Monterey County social workers all provide their services in the shared office space in the newly inaugurated Alisal High School Wellness Center.

The school safety plan, which covers various safety procedures including the visitor policy, emergency materials and evacuation procedures, is reviewed with staff and students throughout the year. The school safety plan is constantly being updated. The school safety plan was last reviewed, updated and discussed with the school faculty in September 2022.

## Professional Development

Since shifting back to in-person instruction, an emphasis on revisiting Professional Learning Communities (PLCs) systems, structures and outcomes will be revisited to ensure that school cultures, curriculum and cohesiveness is reinvigorated. Also, the instructional coaching (college and career team, English learner [EL] specialists, ed. techs, and instructional coaches) will (or will continue) to provide professional learning on social-emotional wellbeing, technology training, and how to re-establish how to connections with school, academics and community.

New teachers are provided professional learning around PLCs, Small Learning Communities (SLCs) and student support systems via teacher mentors at new teacher meetings. In addition, teachers are afforded a common core curriculum day to develop their curriculum units, pacing guides, lesson cycles with the assistance of the English language specialists and educational technological coaches bridging learning and practice for all students.



## Professional Development

*Continued from left*

All teachers who are new to the district may participate in a weeklong summer institute focused on the district's standards-based curriculum. We require novice teachers to participate in classroom-management training. All teachers have opportunities to participate in conferences and workshops related to the subjects they teach. Additionally, we schedule department-specific staff-development days throughout the year to enable staff within each department to focus on their curriculum. In addition, both novice and tenured teachers are encouraged to seek out other professional learning opportunities to ensure professional growth, student achievement, and practice of the most current research-based learning strategies.

### Evaluating and Improving Teachers

Alisal evaluates novice teachers every year and tenured teachers every other year. We base evaluation on the California Standards for the Teaching Profession along with their California Common Core State Standards. Teachers set goals based on the schoolwide areas of focus.

Teachers who need extra help are referred to the Peer Assistance and Review (PAR) team, which assigns mentor teachers and offers additional training courses. Tenured teachers whose past five evaluations have been satisfactory may participate in a peer-review process.

### Substitute Teachers

The district maintains a pool of qualified substitute teachers. When necessary, teachers from our school use their preparation periods to cover absent teachers' classes.

### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

<b>2020-21</b>	7-10
<b>2021-22</b>	7-10
<b>2022-23</b>	7-10

*Continued on sidebar*

## Parental Involvement

Our School Site Council (SSC) consists of parents, students and staff; it oversees the development and implementation of our school plan. The SSC receives advice from our English Language Advisory Committee (ELAC) and other decision-making committees in which parents participate.

Every Wednesday afternoon, our Parents on Campus group meets with Rachel Torres, our full-time bilingual community liaison, to learn about services available from Alisal High School and the surrounding community.

Additionally, a group of parents will be solicited for participation in the California Association of Bilingual Education (CABE) Statewide Conference, designed to provide educational information and college and career awareness.

We also provide services and workshops such as Strengthening Families in collaboration with our Sunrise House counselor.

For more information on how to become involved at the school, please contact Rachel Torres, community liaison, at (831) 796-7600, ext. 2040.

## 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		2022-23 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>	8/30/2022	

## School Facilities

Alisal High first opened its doors 61 years ago to educate students. There are a total of 41 classrooms within the original main building; two additional wings for science and technology, which includes 14 classrooms in the 1000 wing and 13 classrooms in the 700 wing; 40 portable classrooms have been added to accommodate the influx of students. Ten new portables are about to be completed for additional classroom space to accommodate our growing number of students and staff. The 10 new portables are located adjacent to the Trojan Weight Room. In 2016, a new weight room and multipurpose room were completed. The multipurpose room is used for athletic practices, as a physical education classroom and for professional development for our staff. In 2018, we added three additional portable classrooms to accommodate teachers and students behind the cafeteria.

In order to implement technology schoolwide, all students were assigned Chromebooks for their use. The staff utilizes Google Docs and Google Classroom programs as an electronic means of providing instruction and assignments for students. All core content classrooms have either interactive whiteboards or LCD projectors. We currently have five permanent computer labs on site. Lastly, our digital tech library holds numerous subscriptions, a database and journals for students to access. It has over 15,000 books that are part of our digital library. Our school librarian is constantly working with teachers and students to continue updating books and novels of interest to meet the diverse reader's needs.

Alisal High School has one large gymnasium that was updated and modernized five years ago, and had the floor completely redone during the summer of 2019. We also have a small gymnasium in which physical education classes and after-school sports practices take place. The Alisal High School stadium holds an artificial turf field and track that were renovated in 2015. The varsity baseball field was renovated 10 years ago and includes stadium seating. The junior varsity (JV) baseball field and both of the softball fields also received modernization during the spring of 2020. A new scoreboard and outfield fence were added to our varsity softball field. Our varsity baseball scoreboard and our stadium scoreboard were both updated.

Modernization projects were completed in 2009, and the district and site staff members provide excellent service in maintaining the 61-year-old building. Heating, lighting and ventilation systems are serviced regularly, and the district uses a system of work orders to ensure that the building is kept clean, safe and orderly. All lighting in our school has been continuously updated since the summer of 2017. All lighting fixtures were changed and new LED lighting was placed in all classrooms and buildings throughout our campus.

The school district also had a new PA system installed throughout the Alisal High School campus. This included removing all of the old wiring, adding new wiring and replacing all speakers and the old clock system. The new PA system is fully digital, and announcements can now be heard in all classrooms and in areas on campus where the old system was not very audible. This is a huge accomplishment that will enhance our announcements to improve on campus safety.







### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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>	102.2	86.7%	595.3	85.9%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	2.9	2.5%	10.8	1.6%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.9	1.7%	16.2	2.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.9	1.6%	21.8	3.2%	12,115.8	4.4%
<b>Unknown</b>	8.8	7.5%	48.6	7.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	118	100.0%	692.9	100.0%	274,759.1	100.0%

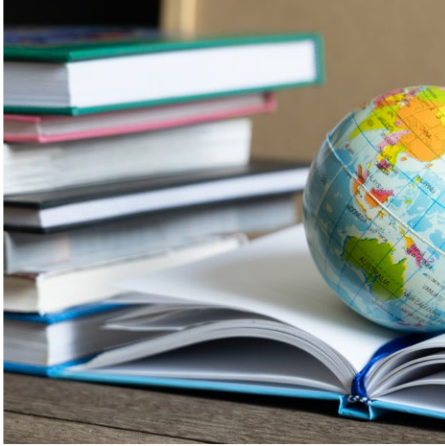
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	102.9	83.1%	609.5	81.4%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	3.0	2.4%	10.6	1.4%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.2	1.8%	21.7	2.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.9	0.7%	26.0	3.5%	11,953.1	4.3%
<b>Unknown</b>	14.7	11.9%	80.5	10.8%	15,831.9	5.7%
<b>Total Teaching Positions</b>	123.8	100.0%	748.6	100.0%	279,044.8	100.0%

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/calpadsupdf201.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>.





## 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	
2021-22 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	350:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	9.0
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	3.0
<b>Social worker</b>	1.0
<b>Nurse</b>	1.0
<b>Speech/language/hearing specialist</b>	1.5
<b>Resource specialist (nonteaching)</b>	6.0

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	0.0	0.1
<b>Misassignments</b>	1.9	2.1
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.9	2.2

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0
<b>Local Assignment Options</b>	1.9	0.9
<b>Total Out-of-Field Teachers</b>	1.9	0.9

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	2.1%	1.7%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.5%	0.5%

## 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 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.

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>.

## Financial Data

The financial data displayed in this SARC is from the 2020-21 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	2020-21 Fiscal Year	
	Salinas Union HSD	Similar Sized District
Beginning teacher salary	\$48,192	\$55,947
Midrange teacher salary	\$83,370	\$90,080
Highest teacher salary	\$113,115	\$117,121
Average middle school principal salary	\$141,630	\$146,364
Average high school principal salary	\$143,560	\$164,633
Superintendent salary	\$234,956	\$261,984
Teacher salaries: percentage of budget	34%	31%
Administrative salaries: percentage of budget	5%	5%

## Financial Data Comparison

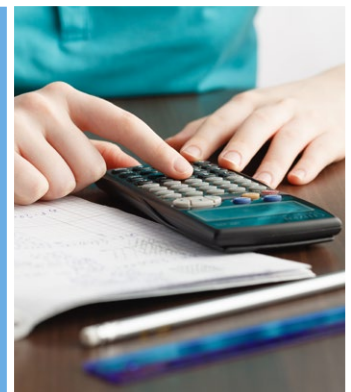
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alisal HS	\$7,388	\$84,978
Salinas Union HSD	\$9,290	\$87,000
California	\$6,594	\$94,126
School and district: percentage difference	-20.5%	-2.3%
School and California: percentage difference	+12.0%	-9.7%

## 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$9,818
Expenditures per pupil from restricted sources	\$2,429
Expenditures per pupil from unrestricted sources	\$7,388
Annual average teacher salary	\$84,978



## 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.

