

# Salinas Union High School District

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SARC  
2021-22

School Accountability  
Report Card  
Published in 2022-23

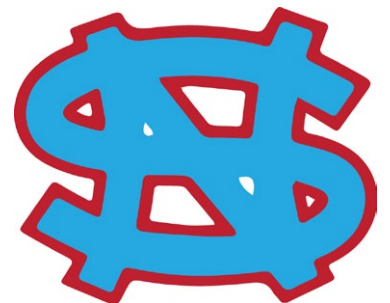
## North Salinas High School

Grades 9-12  
CDS Code 27-66159-2733178

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*Viking Pride since 1959*





## Principal's Message

North Salinas High School (NSHS) is committed to providing a safe environment and rigorous learning experience for all students, focusing on creating graduates who are college and career ready. North Salinas High School graduates are:

- Compassionate, confident community members
- Innovative and flexible thinkers
- Prepared to thrive

As a comprehensive high school, North Salinas offers a wide variety of options for student connections to school. We have an excellent athletic program, well-equipped science laboratories, dozens of student-led clubs and organizations, band and vocal music programs, a folkloric dance program, and a dramatic arts program. We have two small learning communities on campus—Advancement Via Individual Determination (AVID) and Health Academy. Both are academies of choice, and students who meet the criteria and are accepted into these small learning communities have a strong network of support. NSHS also offers Advanced Placement courses in a variety of areas, including science, social studies, English language arts, mathematics and world languages. Our world languages program offers Advanced Placement courses in all three languages taught at North Salinas: French, Spanish and Japanese. We have a long-standing Future Farmers of America (FFA) program that prepares graduates to participate in the business of agriculture, a thriving enterprise in the Salinas Valley. We have recently expanded our career technical educational opportunities to include sports medicine, which is another growing area of interest for our student body.

We continue to support the transition into, through and beyond high school. Our goal is to prepare our students to choose a pathway for themselves that is linked to future educational and career goals. We recognize that all students need to experience a variety of coursework and educational experiences in order to make informed choices about their future. We host university field trips for all freshmen and sophomore students preparing for a high school diploma. Grade nine students visit the local University of California campus in Santa Cruz. Tenth grade students visit California State University at Monterey Bay, which serves students who live in Salinas and surrounding areas.

In order for NSHS to support grade nine students before freshman year begins, we offer a Summer Bridge program as well as ongoing support throughout the grade 9 year from Viking Link Crew leaders. Link Crew leaders are grade 11 and 12 students who are committed to assisting the incoming freshmen in having a positive high school experience as a Viking.

We continue to address the challenge of meeting the needs of a diverse population of students by providing a full range of educational offerings. Our faculty is committed to offering rigorous academic expectations, while providing the necessary support for all students to excel. In a continued effort to support academic growth for all from new teachers to veterans, we have expanded our instructional coaching team. The North Salinas instructional leadership team includes four teacher leaders with teaching expertise in English language arts, mathematics and English language learning.

Dr. Mary White, Principal

## Parental Involvement

Parents are an integral part of our community. Parents help our school by supporting athletic, academic and social events. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) include parent members who provide input regarding the Single Plan for Student Achievement. Parents participate as a member of the school Safety Committee, helping identify opportunities for parents to participate on campus. Viking parents are also celebrated for their contributions at sporting events, club events and activities such as homecoming.

We have a full-time community liaison. She dedicates her time to coordinate a variety of programs that aim to increase parent involvement including a weekly parent group, support with parent contact with our intervention programs in place, and Strengthening Families, a nationally recognized program structured to support parents and teenagers.

Opportunities for parents to interact with North Salinas High School also include involvement in specialized parent education nights, hosted by the Health Academy, AVID and the NSHS Guidance team. Field Trip opportunities for our ELAC parents are also available, as well as other departments that are always in need of chaperone support. Parent information nights range in topics from graduation requirements and credit recovery to how to pay for college. Presentations also often include guest speakers from local universities and other agencies. NSHS Associated Student Body (ASB) hosts an alumni day, when former Vikings share their personal journey to varied careers. Parents also engage in supporting North Salinas High School seniors by volunteering for Mock Interview panels.

We also have parents that represent student interests in and beyond the classroom. NSHS parent booster clubs include Band Booster, Athletics Booster Club and the Japanese Club, to list just a few. Parents have a voice on the School Safety Committee. Parent representatives are elected to serve a two-year term on the School Site Council. We welcome parent support and engagement in the Viking community. If you are interested in supporting our Viking Community through any of these avenues, please contact our school site council president Jose Trujillo at (831) 796-7500.



## 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.

## School Mission Statement

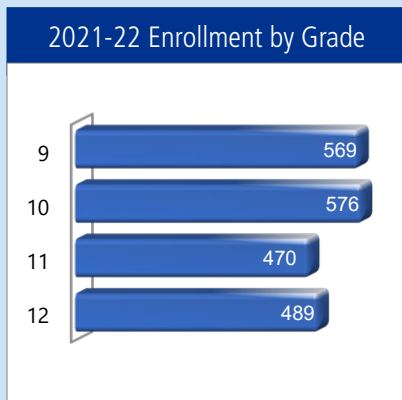
North Salinas High School is dedicated to all students becoming a community of compassionate, innovative and flexible thinkers who are prepared to thrive in a complex world with confidence.

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.80%
Male	50.10%
Non-Binary	0.00%
English learners	19.70%
Foster youth	0.00%
Homeless	1.70%
Migrant	3.50%
Socioeconomically Disadvantaged	85.60%
Students with Disabilities	12.30%

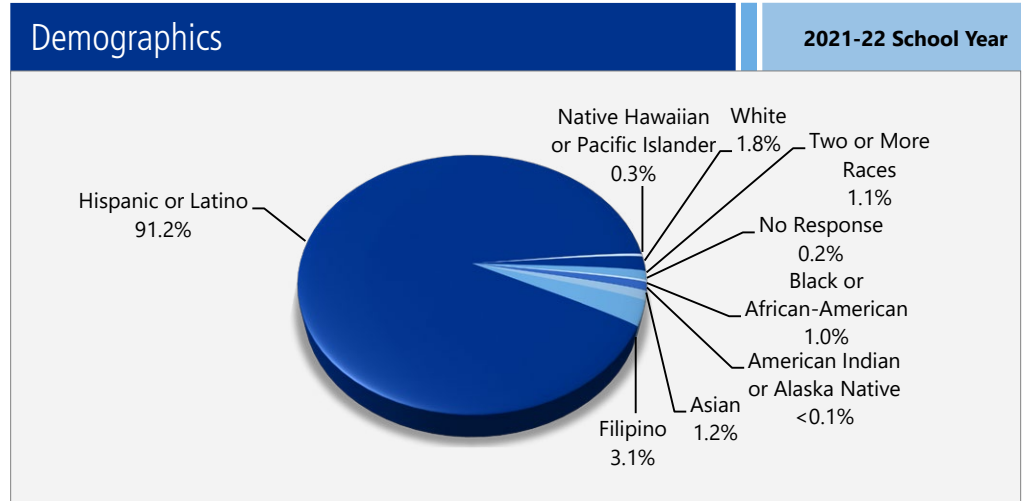
## Enrollment by Grade

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



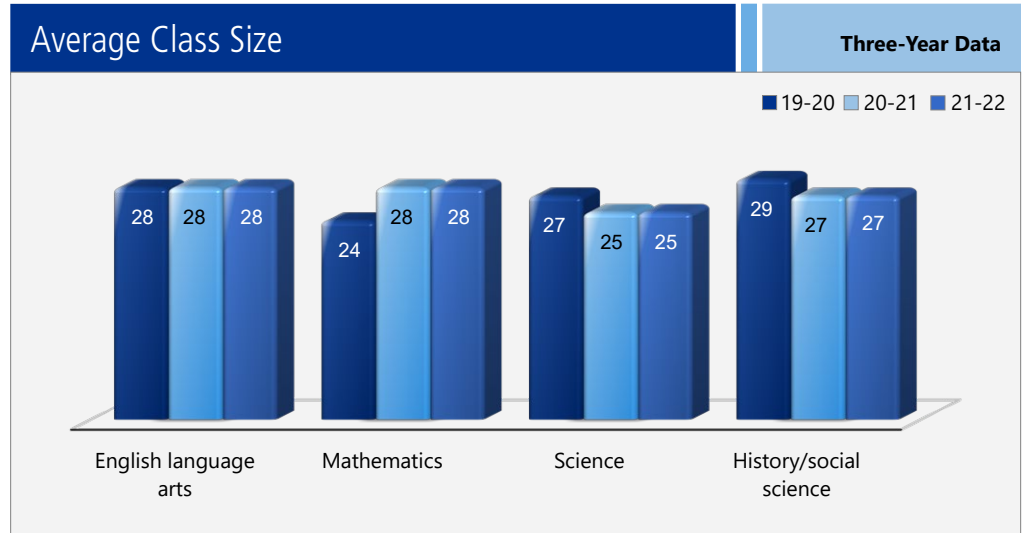
## Enrollment by Student Group

The total enrollment at the school was 2,104 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.



## Number of Classrooms by Size

Three-Year Data

Subject	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	3	62	5	8	61	2	4	66	4
Mathematics	7	56	5	10	51	3	10	51	8
Science	4	47		16	35		14	42	
History/social science	5	56	2	3	56	4	8	48	5

## 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	
	North Salinas HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.1%	7.1%	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
	North Salinas 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
<b>All Students</b>	7.1%	0.2%
<b>Female</b>	4.4%	0.0%
<b>Male</b>	9.7%	0.4%
<b>Non-Binary</b>	0.0%	0.0%
<b>American Indian or Alaska Native</b>	0.0%	0.0%
<b>Asian</b>	4.0%	0.0%
<b>Black or African American</b>	8.3%	0.0%
<b>Filipino</b>	0.0%	0.0%
<b>Hispanic or Latino</b>	7.3%	0.2%
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%
<b>Two or More Races</b>	0.0%	0.0%
<b>White</b>	11.4%	0.0%
<b>English Learners</b>	10.9%	0.6%
<b>Foster Youth</b>	0.0%	0.0%
<b>Homeless</b>	11.1%	0.0%
<b>Socioeconomically Disadvantaged</b>	7.6%	0.3%
<b>Students Receiving Migrant Education Services</b>	9.4%	0.0%
<b>Students with Disabilities</b>	5.0%	0.7%

## School Safety

This year we have the added safety precautions to keep our students, families, and staff safe from Covid-19. Our protocols include the following: a staff wellness check for in person essential employees that involves answering a question about risk factors and symptoms of Covid-19. A staff member reviews the questionnaire daily to make sure that everyone who comes to the site has completed the survey. Custodians are disinfecting high touchpoints at least three times a day. Staff follow mask wearing and social distancing requirements. In the event that a positive case happens at the school that space is closed to all staff for 24 hours before a disinfection and sanitization occurs by the sites custodial team. The custodial staff have electrostatic sprayers to be able to disinfect large areas of the school quickly when necessary. We have a COVID liaison who coordinates the preparation and response to the virus.

We maintain a very safe and orderly campus. In addition to our staff, there is a probation officer on campus before the start of school and immediately after dismissal. We continuously monitor school grounds through our video surveillance system and strategically place campus supervisors and administrators around campus during high-traffic hours, including the beginning of the school day, lunch and at dismissal.

During the summer of 2019, we made a number of safety enhancements to our school site. We replaced 16 outdated low-resolution cameras and replaced them with new, high resolution cameras and added 14 new cameras in strategic areas to significantly increase areas of the campus under 24/7 video monitoring. We also began the use of electronic signing out of campus using a system called Viking Verify, which allows us to know in real time which students are allowed to leave. During school, we have begun the use of electronic hall passes to significantly increase student accountability and accurate knowledge of where students are. This has been coupled with a 100% ID policy where all students are expected to have student IDs on them at all times.

We maintain a closed campus and require all visitors to register with the office. We also hold fire drills and regular earthquake and disaster drills every semester. We review and update our school safety plan at the beginning of each school year and include the input of teachers, parents and campus security staff.

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## School Safety

*Continued from page 7*

The North High Safety Committee meets monthly to ensure that each of the key elements of our school safety plan is up-to-date. Each year, the School Site Council approves the safety plan. The school administrators present important information regarding the school safety plan to students through in-class presentations in the fall and spring of each school year.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2023. The safety plan covers various safety procedures, including the visitor policy, emergency materials and evacuation procedures.



## 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 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	65.8%	65.8%	60.3%	60.4%	61.1%

## 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	2,362	2,217	664	30.00%
Female	1,175	1,106	324	29.30%
Male	1,186	1,110	340	30.60%
American Indian or Alaska Native	1	1	0	0.00%
Asian	25	25	1	4.00%
Black or African American	24	23	8	34.80%
Filipino	68	67	10	14.90%
Hispanic or Latino	2,164	2,024	609	30.10%
Native Hawaiian or Pacific Islander	7	7	4	57.10%
Two or More Races	24	24	6	25.00%
White	44	41	24	58.50%
English Learners	525	481	178	37.00%
Foster Youth	2	2	2	100.00%
Homeless	54	47	30	63.80%
Socioeconomically Disadvantaged	2,007	1,889	601	31.80%
Students Receiving Migrant Education Services	96	84	33	39.30%
Students with Disabilities	300	275	110	40.00%

## 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	North Salinas HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	**	19.57%	**	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	North Salinas HS		Salinas Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	49%	*	42%	*	47%
Mathematics	*	14%	*	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.

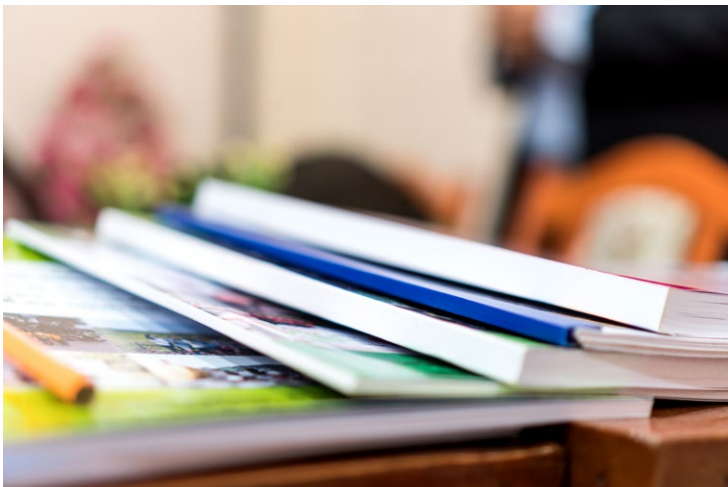
## CAASPP Test Results by Student Group: Science (high school)

## 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	432	419	96.99%	3.01%	19.57%
Female	229	223	97.38%	2.62%	15.25%
Male	203	196	96.55%	3.45%	24.49%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	20	20	100.00%	0.00%	50.00%
Hispanic or Latino	379	368	97.10%	2.90%	16.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	42	40	95.24%	4.76%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	10	90.91%	9.09%	--
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	354	345	97.46%	2.54%	16.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	26	24	92.31%	7.69%	0.00%

❖ 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.



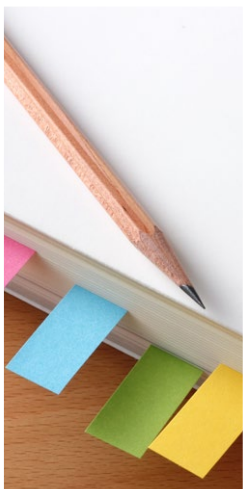




### CAASPP Test Results by Student Group: English Language Arts (grade 11)

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	448	435	97.10%	2.90%	49.20%
Female	229	222	96.94%	3.06%	55.86%
Male	219	213	97.26%	2.74%	42.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	415	405	97.59%	2.41%	48.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	73	64	87.67%	12.33%	12.50%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	347	339	97.69%	2.31%	46.61%
Students receiving Migrant Education services	17	15	88.24%	11.76%	26.67%
Students with Disabilities	34	31	91.18%	8.82%	12.90%

❖ 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)

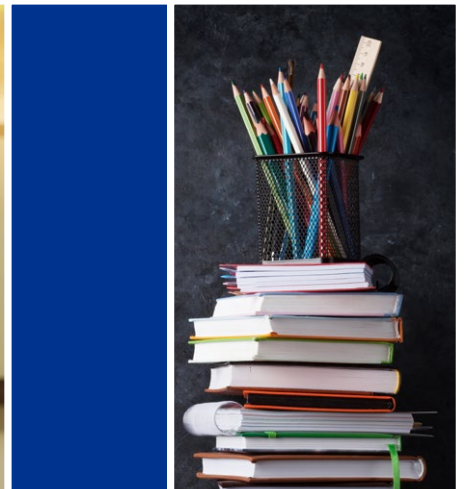
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	445	438	98.43%	1.57%	13.70%
<b>Female</b>	229	225	98.25%	1.75%	13.33%
<b>Male</b>	216	213	98.61%	1.39%	14.08%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	13	13	100.00%	0.00%	30.77%
<b>Hispanic or Latino</b>	412	405	98.30%	1.70%	12.59%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	72	69	95.83%	4.17%	1.45%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	346	340	98.27%	1.73%	11.47%
<b>Students receiving Migrant Education services</b>	17	16	94.12%	5.88%	12.50%
<b>Students with Disabilities</b>	34	31	91.18%	8.82%	3.23%

❖ 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

North Salinas High School offers courses intended to help students prepare for the world of work. We design our career technical education (CTE) courses to prepare students for career options. Course sequences are designed to introduce students to a particular career area and then deepen their experience to prepare for a specific career field. NSHS CTE courses include Regional Occupational Program (ROP), business systems and agriculture courses, and they are open to all students. CTE courses are growing at NSHS, with two new offerings, including Advanced Sports Medicine and Careers in Education, the latter being a new course in the district.

NSHS students have also consistently competed and ranked in SkillsUSA competitions locally and nationally.

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

## 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 sidebar*



*"Our faculty is committed to offering rigorous academic expectations, while providing the necessary support for all students to excel."*

*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 Patterson
- 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
		North Salinas HS
<b>Number of pupils participating in CTE</b>		632
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>		41.40%
<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>	454	415	91.40%
<b>Female</b>	241	221	91.70%
<b>Male</b>	213	194	91.10%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	20	20	100.00%
<b>Hispanic or Latino</b>	400	364	91.00%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	90	64	71.10%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	26	23	88.50%
<b>Socioeconomically Disadvantaged</b>	416	381	91.60%
<b>Students Receiving Migrant Education Services</b>	16	13	81.30%
<b>Students with Disabilities</b>	43	26	60.50%

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

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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	10.60%
Number of AP courses offered at the school	16
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	0
Foreign language	5
Mathematics	4
Science	0
Social science	6

## 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	
North Salinas HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	97.29%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	43.32%

## 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 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>	7/25/2022

## School Facilities

Our main building was constructed in 1959, and we modernized our campus in 2000. All school buildings have working heat and ventilation. During the summer of 2014, there were seismic structural upgrades done to the front entrance and the inner court. We were scheduled to have another modernization begin in the next 18 months but due to COVID-19 we are awaiting an updated timeline. We have 64 classrooms and 22 portable classrooms.

Our school features a library, three computer labs, a culinary arts classroom, a metal shop, a wood shop, a dance classroom, two gyms, an MPR, a weight room, a synthetic turf athletic field, two baseball diamonds, two softball diamonds, athletic fields that accommodate both soccer, football and field events and eight tennis courts.

North Salinas High School is in very good condition. It is cleaned on a daily basis. Our school maintenance staff consists of a plant foreman, a night lead custodian, six and a half night custodians, two half-time day custodians, a half-time groundskeeper and a full-time groundskeeper. The plant foreman conducts periodic inspections, authorizes repairs and submits work orders for repairs to district maintenance as needed. Maintenance staff check and secure all gates and doors as needed. Daily maintenance of all classrooms, offices, restrooms and hallways takes place in the evenings. Deeper cleaning and maintenance that takes more time and would impact instructional settings (for example, the removal of student lockers from a crowded hallway) are scheduled during non-student days, such as winter and spring breaks.

In 2019, parking was improved by changing fences that separate staff and student lots as well as adding numbered student parking. In addition, surveillance cameras were added and/or replaced with newer high-definition cameras.

2020 was the start of a major modernization at NSHS. The roof for the main building and the gyms were replaced, the old 900 portables were demolished and a new wellness center now sits in its footprint. New 900 portables now sit on the blacktop. Further modernization will be completed in the next few years which include replacing the 800 portables with a two-story building and a face lift of the bus drop-off corridor. Plumbing and other vital interior functions of the main building will also be addressed.

During the day, the NSHS site maintenance staff, as well as the campus security, constantly walk around, directing visitors and students in the right direction. Visitors are directed to go to the front of the school where they sign in and state their business on campus. Only necessary gates and doors are open during regular class time and secured promptly after that. Our groundskeepers are constantly cleaning, picking up litter, removing any inappropriate markings on walls or grounds, and reporting deficiencies to our plant foreman.

*Continued on sidebar*

## School Facilities

*Continued from left*

North Salinas High School is implementing the Positive Behavioral Interventions and Supports (PBIS) system to further ensure that all students, staff and community will have a safe and secure learning environment and student achievement will be maximized. There are four general behavior expectations, also known as the Viking Creed, which correlate to PBIS implementation and are aimed at improving the school climate. Students are expected to: Never Give Up, Stay Focused, Honor Yourself and Others, and Stay Positive. Staff and students will continuously analyze, reflect upon and update what the Viking Creed looks like in the classroom, the hallways, the schoolyard and other parts of campus. Explicit lessons on positive expected behaviors are taught, acknowledged and reinforced throughout the year.

The campus is partially enclosed with perimeter fencing. There are two major points of entry—one is in the back parking lot, which is gated, and one is in the front of the school. Both entries are maintained throughout the school day with a campus supervisor under the direction of a campus security officer. A large sign located inside the glass doors of the main entry directs visitors and parents and guardians to the main office.

North Salinas High School currently employs a number of staff, outside agencies, strategies and programs dedicated to keeping the school safe and improving the learning environment for all members of the school community. North Salinas incorporates all staff (administrators, teachers, classified), students and outside parties to maintain the safest learning environment. The school has a full-time probation officer; four campus supervisors; a detention center aide; and two campus security officers to maintain safety, reduce truancy, and counsel and guide students in making the right decisions. In addition, the North Salinas Attendance Office utilizes the Salinas Police Department truancy officer in reducing absences. School administrators monitor the campus and enforce school rules. Each of the three assistant principals shares a student list with four school guidance counselors and work collaboratively to maximize support for each student.

The attendance office plays a major role in keeping students in school and safe. Students are required to maintain 85% annual attendance per California Education Code and district policy to graduate. Students behind in attendance have the opportunity to remediate attendance through school intersession periods.

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## Professional Development

North Salinas High School is committed to supporting the Salinas Union High School District initiatives focused on strong “first teaching” and reaching subgroups to address the needs of underrepresented student populations. All eligible NSHS teachers have received professional development in Gradual Release of Responsibility (GRR) and Constructing Meaning (CM). GRR is structured lesson planning and delivery to strengthen first teaching and create learner ownership. CM is structured to support English language learners, our largest at-risk subgroup. To further support staff in the implementation and use of GRR and CM, we have a full-time English learner specialist and a 1.2 FTE team of academic coaches. Both are available to support new and veteran teachers in structured lesson design and delivery.

All staff have been trained in the use of instructional technology. Teachers are proficient in the use of Zoom, Google Suite, Go Guardian and many other platforms to support student engagement and access. Three is weekly tech PD on Monday morning via Google Meet.

NSHS follows the Professional Learning Community (PLC) model of collaborative planning to support student success. Teachers meet weekly to review student progress data and plan how to better meet student needs.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	1
2021-22	1
2022-23	1

## School Facilities

*Continued from page 15*

Additionally, attendance clerks monitor student attendance and make appropriate referrals to administration, parents, the district attorney, probation and the Salinas Police truancy officer.

Communication and planning are key components to ensuring safety at school. Administrators, campus supervisors and other law enforcement agencies communicate frequently to address safety issues in school. These communications include weekly meetings to discuss current safety issues, reviewing the Emergency Action Plan, and a systematic radio and cellphone communication system to improve the emergency response communications. In addition, the School Safety Committee—consisting of staff, parents and law enforcement—meets monthly to address safety concerns for the school.

To support students in school wide safety, intervention systems are in place to aid students in addressing personal and community safety issues. Students and staff are supported by guidance counselors, an intervention specialist, a community liaison and Sunrise House outreach counselor. The community liaison meets weekly with parents and discusses strategies for supporting students at school, safety issues and parent concerns. The community liaison connects parent concerns to appropriate staff, administration and other community resources through a detailed referral system. The community liaison also serves as a resource for families in crisis and is available to do home visits for a multitude of concerns including safety, truancies and support service referrals. The Sunrise House outreach counselor provides drug counseling, anger management services and makes referrals to outside agencies when necessary. The intervention counselor and the intervention specialist meet with teachers to address student concerns and provide systematic interventions working with administrators, counselors and public agencies to support students. Schoolwide systematic intervention programs include after-school tutoring, Link Crew mentoring program, winter and spring Intersession (as well as summer school), Sunrise House referrals, and Strengthening Families. In addition to the intervention specialist, the school also houses a behavioral-health specialist.

Students sign a school compact and behavior manual annually prior to receiving student schedules. All students are expected to follow the Viking Creed, meet the dress code, and attend school regularly and on time to be productive members of the Viking community.

The school uses ProActive K9 detection services to do random searches in classrooms and lockers. These dogs are certified to be able to detect prescription and other pharmaceuticals, as well as gunpowder-based products, firearms, tobacco and narcotics. In 2014, the school added an extra campus security officer. In 2015, our custodial staff and attendance staff increased by one position each to further support a clean, orderly and safe campus.

Appropriate members of administration receive annual training in school crisis response and safety planning through the Monterey County Office of Education.

At the beginning of each school year, all certificated and classified staff receive training in Uniform Complaint Procedures (UCPs) and mandated reporting.

Teachers, students and staff follow comprehensive evacuation procedures during emergencies. The Emergency Evacuation Plan outlines the process and procedures for safe ingress and egress in the event of an emergency. The evacuation plan is disseminated to staff at the beginning of each year and reviewed at faculty meetings. During the monthly Safety Committee Meetings, students, staff and parents frequently review the plan to continually improve the effectiveness of the schoolwide emergency responses.

North Salinas High School is a closed campus. All visitors must check in at the main office and receive an identifying sticker. Only parents and guardians may visit during the school day. Students wishing to visit must have the approval of both principals and must complete an application.

## 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		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>North Salinas HS</b>	91.00%	91.50%	91.40%	4.50%	4.00%	5.90%
<b>Salinas Union HSD</b>	82.30%	83.20%	87.50%	8.10%	7.60%	6.00%
<b>California</b>	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%







### 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>	73.9	85.7%	595.3	85.9%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	2.1	2.5%	10.8	1.6%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.1	2.5%	16.2	2.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.9	1.1%	21.8	3.2%	12,115.8	4.4%
<b>Unknown</b>	7.0	8.2%	48.6	7.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	86.2	100.0%	692.9	100.0%	274,759.1	100.0%

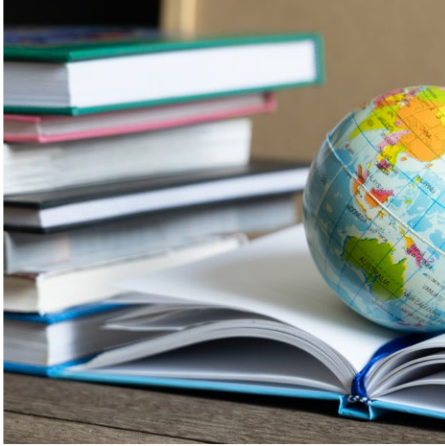
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	74.2	76.6%	609.5	81.4%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	1.9	2.0%	10.6	1.4%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	4.6	4.8%	21.7	2.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.7	2.9%	26.0	3.5%	11,953.1	4.3%
<b>Unknown</b>	13.3	13.8%	80.5	10.8%	15,831.9	5.7%
<b>Total Teaching Positions</b>	97.0	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 (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, 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>	7.0
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	2.0
<b>Social worker</b>	1.0
<b>Nurse</b>	0.0
<b>Speech/language/hearing specialist</b>	2.0
<b>Resource specialist (nonteaching)</b>	7.0

## 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	2.1
<b>Misassignments</b>	2.1	2.5
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.1	4.6

## 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>	0.9	2.7
<b>Total Out-of-Field Teachers</b>	0.9	2.7

## 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%	2.2%
<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>	0.0%	0.6%

## 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
<b>Beginning teacher salary</b>	\$48,192	\$55,947
<b>Midrange teacher salary</b>	\$83,370	\$90,080
<b>Highest teacher salary</b>	\$113,115	\$117,121
<b>Average middle school principal salary</b>	\$141,630	\$146,364
<b>Average high school principal salary</b>	\$143,560	\$164,633
<b>Superintendent salary</b>	\$234,956	\$261,984
<b>Teacher salaries: percentage of budget</b>	34%	31%
<b>Administrative salaries: percentage of budget</b>	5%	5%

### 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.

### Financial Data Comparison

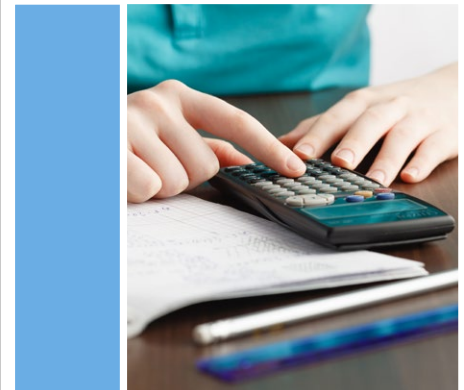
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>North Salinas HS</b>	\$8,153	\$85,479
<b>Salinas Union HSD</b>	\$9,290	\$87,000
<b>California</b>	\$6,594	\$94,126
<b>School and district: percentage difference</b>	-12.2%	-1.7%
<b>School and California: percentage difference</b>	+23.6%	-9.2%

### 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	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$11,548
<b>Expenditures per pupil from restricted sources</b>	\$3,395
<b>Expenditures per pupil from unrestricted sources</b>	\$8,153
<b>Annual average teacher salary</b>	\$85,479



### 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.

# North 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 2023.

School Accountability Report Card

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