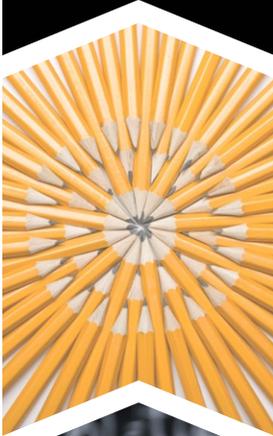


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Salinas Community School

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Monterey COE



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.

Principal's Message

At all of the traditional community school sites, the instructional day is at least 240 minutes in accordance with the California Education Code. The Salinas Community School programs serve expelled and at-risk students at regional locations throughout Monterey County. Students are typically enrolled for one semester up to one year. Frequently, students stay more than a year. The community schools provide an alternative learning environment with small classes and a focus on a healthy lifestyle and pro-social skills. Students engage in an academic program that includes English language arts, math, social studies, science and electives, including art and driver's education. Community service and field trips encourage and promote positive citizenship. The primary goal is to prepare students to return to comprehensive schools with improved skills and attitudes.

Our goals for this year are:

1. All students, especially language learners, will be engaged in a rigorous and supporting learning environment to prepare them for graduation, college and a career.
2. Adopt and organize evidence-based behavioral interventions to engage students and enhance their academic and social outcomes.
3. Facilitate the successful transition for expelled youth of Monterey County to and from districts and Monterey County Office of Education programs.
4. Support districts and facilitate transitions for foster youth who move to and from different school sites.

School Mission Statement

The mission of the Alternative Education Program of the Monterey County Office of Education is to prepare our students for future success by providing a supportive school environment that focuses on increasing academic and pro-social behaviors and skills, while providing functional life-skills instruction.

We respect and value the unique contributions of each of our students and our role in assisting them in becoming responsible, stable and contributing members of society.

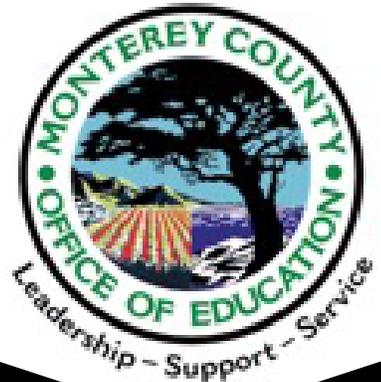
The goal of the Court and Community Schools and Home and Independent Studies Program of the Monterey County Office of Education is to enable all students to progress toward becoming:

1. Engaged learners who read, write and speak effectively; think critically; and use technology efficiently for lifelong pursuits
2. Pro-social individuals who demonstrate respect, compassion, cooperation, integrity and responsibility
3. Independently functioning adults who recognize and use their talents and demonstrate daily living skills in pursuit of vocational and interpersonal development
4. Healthy human beings who understand the elements of a healthy lifestyle; engage in positive recreational activities; and practice habits that strengthen body, mind and soul
5. Global citizens who appreciate cultural diversity, work to strengthen community through service to others and participate constructively in the political process

Parental Involvement

Parents are involved from the first day's intake procedures to either the student's return to the home district or graduation. Parents are usually involved in the selection of which site is most appropriate for their children. Most contact with the parents of students on probation is conducted through the probation aides, the balance through the teachers. Monthly newsletters are provided in both Spanish and English. They include information on classroom activities, schoolwide programs, student recognition, upcoming events and day-to-day information. Parents receive regular progress reports and announcements of special events such as open houses, barbecues and field trips. All expelled students, and some who are on probation, complete 75-150 hours of community service, usually through the volunteer center of Salinas. Students from Salinas Community School tutor second- and third-grade students at a local elementary school, participate in wildlife education and assist with local community projects. Salinas Community School links families to necessary services. We encourage parents to support school success at home. Parents, students, community members and staff are encouraged to participate in the Salinas Community School's School Site Council.

For more information on how to become involved at the school, please contact Principal Chris Devers at (831) 755-3790.



Governing Board

The Monterey County Board of Education consists of seven members who represent individual trustee areas of the county. Each member is elected by the voters of his or her trustee area and serves a four-year term. The board supports and guides the Monterey County Office of Education in providing leadership and services to the school districts.

Mary Claypool, president

Ronald J. Panziera, vice president

Sergio Alejo, member

Janet Wohlgemuth, member

Judy Pennycook, member

John McPherson, member

Harvey Kuffner, member

District Mission Statement

The Monterey County Office of Education provides the leadership, support and service excellence needed to prepare the diverse students of Monterey County for success in each step of their educational journey.

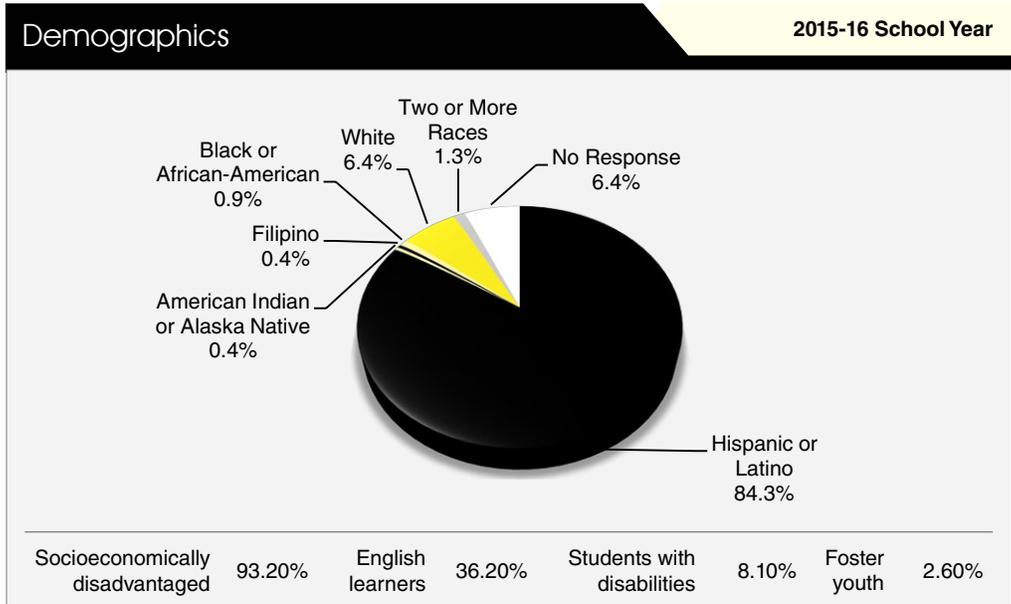
District Vision Statement

Every student will be provided an enriched educational experience through the leadership, support and service of the Monterey County Office of Education that prepares them for success as productive and contributing members of a global society.



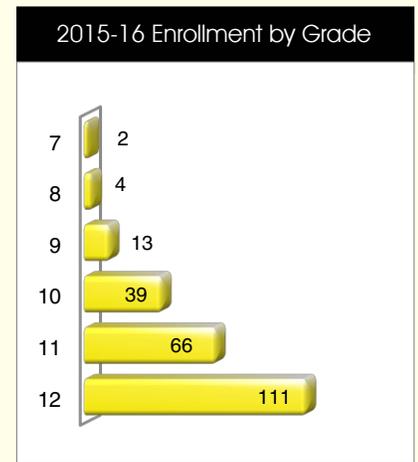
Enrollment by Student Group

The total enrollment at the school was 235 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



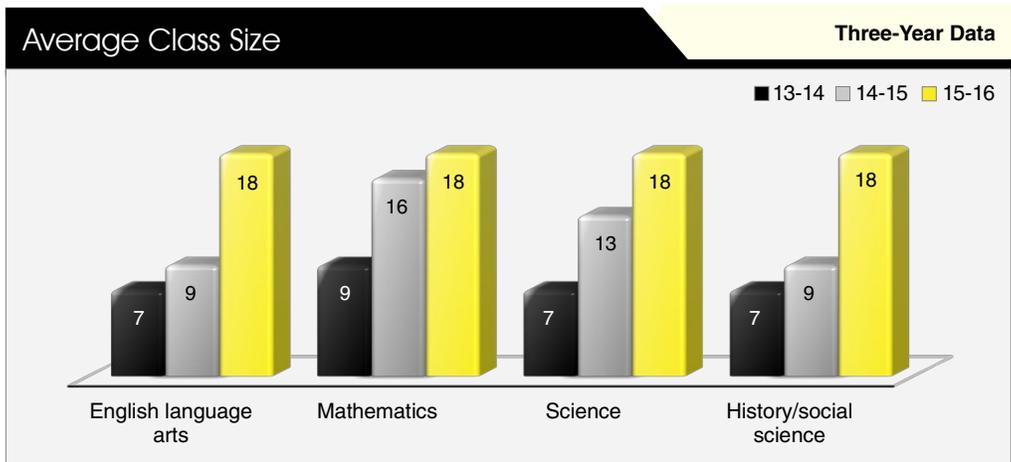
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Class Size Distribution

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



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Salinas CS			
	13-14	14-15	15-16
Suspension rates	0.4%	4.6%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
Monterey COE			
	13-14	14-15	15-16
Suspension rates	1.4%	1.7%	1.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	47		1	14	1		10		
Mathematics	21	2	1	5	2	1	10		
Science	25		1	8	1		10		
History/social science	42		1	13		1	10		



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Salinas CS			Monterey COE			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	13%	3%	6%	21%	21%	43%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	70	50	71.43%	6.00%	
Male	35	21	60.00%	9.52%	
Female	35	29	82.86%	3.45%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	54	40	74.07%	7.50%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	60	44	73.33%	4.55%	
English learners	23	14	60.87%	0.00%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Salinas CS		Monterey COE		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	0%	3%	52%	47%	44%	48%
Mathematics	0%	0%	34%	34%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 7, 8 and 11. Due to low enrollment, scores are not shown for grade 7.

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 CAAs 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 Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	12	10	83.30%	0.00%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	12	6	50.00%	0.00%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	89	47	52.80%	2.90%
Male	49	22	44.90%	0.00%
Female	40	25	62.50%	5.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	76	42	55.30%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	70	41	58.60%	0.00%
English learners	31	15	48.40%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	25	28.40%	0.00%
Male	48	12	25.00%	0.00%
Female	40	13	32.50%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	75	23	30.70%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	69	23	33.30%	0.00%
English learners	31	10	32.30%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Admission Requirements for California’s Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.



Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California and/or 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>.

UC/CSU Admission	2014-15 and 2015-16 School Years
	Salinas CS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%

Career Technical Education Programs

Career technical education (CTE) opportunities were available for Monterey County Office of Education (MCOE) students throughout the 2015-16 school year. A representative from Mission Trails Regional Occupational Programs (ROP) visited and/or contacted each of our sites and provided detailed information on ROP courses as well as assisting students in completing the enrollment process. MCOE students can participate in the iTAP (Information Technology and Digital Arts pathway), SAFE Transportation pathway and the Allied Health Services pathway programs, which are specifically focused on college and career readiness on a specific industry. Students participating in these programs are expected to complete a workforce-readiness internship and community college concurrent enrollment in industry-related courses.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were “In PI” in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of “Not in PI” for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of “Not in PI” for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Salinas CS	Monterey COE
Program Improvement status	In PI	In PI
First year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	1	
Percentage of schools currently in Program Improvement	100.00%	

Career Technical Education Participation

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

Career Technical Education Data	
Salinas CS	
2015-16 Participation	
Number of pupils participating in a CTE program	55
Percentage of pupils who completed a CTE program and earned a high school diploma	12%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	6%



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Salinas CS	Monterey COE	California
All students	37.86%	45.82%	85.66%
Black or African-American	50.00%	40.00%	76.88%
American Indian or Alaska Native	❖	❖	74.87%
Asian	❖	25.00%	92.78%
Filipino	❖	33.33%	96.80%
Hispanic or Latino	39.66%	41.67%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	30.00%	94.87%	87.23%
Two or more races	❖	❖	91.36%
Socioeconomically disadvantaged	37.12%	38.79%	76.61%
English learners	30.77%	26.32%	50.90%
Students with disabilities	57.14%	33.33%	68.38%
Foster youth	❖	❖	❖

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>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Salinas CS	*	*	*	*	*	*
Monterey COE	80.02%	81.55%	84.50%	10.40%	9.60%	6.80%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

* Alternative Schools Accountability Model (ASAM) participating schools that are not direct funded charter (DFC) schools and not County Office of Education administered receive the districtwide rate.



Advanced Placement Courses

No information is available for Salinas Community School regarding Advanced Placement (AP) courses offered.

California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.



Textbooks and Instructional Materials

Curriculum Materials Adoption Committee

The Curriculum Materials Adoption Committee (CMAC) is responsible for ensuring that the selection of appropriate instructional materials for Alternative Education Program sites' students is conducted in a professional manner by a deliberative body of teachers, administrators, and parents and community members. The committee consists of the school site principal, classroom teachers (including lead teachers), instructional paraprofessionals and office support staff.

CMAC members are committed to alignment with Common Core State Standards and other applicable state and federal laws and regulations. Members attend monthly committee meetings. Members will review materials submitted for consideration, completing reviewer forms within established timelines. The next public hearing of curriculum and materials will take place in February 2017, before the Monterey County Office of Education Board of Education.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	Character Based Literature, Odysseyware English	2015
Mathematics	Mathematics Visions Project, Odysseyware Math 1	2014
Science	Odysseyware Biology, Life Science A: <i>The Basis of Life</i> , Globe Fearon-Pearson	2015
Science	Odysseyware Biology, Life Science B: <i>The Human Body</i> , Globe Fearon-Pearson	2015
Science	Odysseyware Physical Science, Physical Science A: <i>The Changing Land; Water and Air; Earth and Space</i> ; Globe Fearon-Pearson	2015
Science	Odysseyware Physical Science, Physical Science B: <i>Chemical Changes; Force, Motion, and Work</i> ; Globe Fearon-Pearson	2015
History/social science	World History, Odysseyware and AGS	2015
History/social science	<i>United States History</i> , Odysseyware and AGS	2015
History/social science	<i>World History</i> , Prentice Hall	2015
History/social science	<i>A History of US</i> , Oxford University Press	2015
History/social science	<i>United States Government</i> , Odysseyware and AGS	2015
History/social science	<i>Economics</i> , Odysseyware and AGS	2015

Quality of Textbooks

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

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◇ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 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	◇

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	
2016-17 School Year	
Data collection date	8/24/2016





School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			2/26/2016
Date of the most recent completion of the inspection form			2/26/2016

School Safety

The mission of Alternative Education Programs at Monterey County Office of Education (MCOE) as it relates to the Comprehensive School Safety Plan is to provide a safe, secure and positive learning environment for all students and staff through the implementation of a framework of policies, regulations and procedures in accordance with Senate Bill 187, State Department of Education directives and the mandate of the Monterey County Board of Education. The intent of this plan is to be both preventative and proactive as we seek to ensure that the valued assets of our students and staff are recognized and respected, and that our goals of learning will be more fully realized and respected in a safe and supportive environment.

Throughout the school year, beginning in August, each individual school site in the Alternative Education Programs Department, as a matter of standard procedure, periodically reviews the Comprehensive School Safety Plan. At each interval, this review was conducted with the specific objective of coordinating effective site-based operational procedures with the requirements of state legislation, Department of Education Code, MCOE Board policy and MCOE administrative regulations.

Emergency procedures designed to be employed at the site level were developed through the collaboration of the Safety Plan Committee and the faculty at large. Each school in the department was allowed to adapt the general template of emergency procedures (Emergency Procedure Bulletin) to prevailing circumstances unique to the site while retaining essential command and control links with the department Emergency Incident Response Team.

Safety-related documents that are reviewed and updated annually at the Alternative Education site include: the Alternative Education Program Faculty Handbook, which contains policies and procedures for nonemergency safety issues; the Emergency Procedure Bulletin, focusing on disaster and other potential life- and health-threatening issues of an immediate nature; the Emergency Incident Response Team Bulletin, which serves as the primary phone-tree reference for the department command and control center; and Safe Schools Data for 2015-16, reflecting the accumulated incident and crime reports for the year.

The school safety plan was last reviewed, updated and discussed with the staff in August 2016.



School Facilities

Salinas Community School provides a clean, safe and functional environment for learning through proper maintenance and campus supervision. There are 12 classrooms, one gym, three media rooms and one library. The school building has been operational since 1985.

School custodial staff, probation staff and the county maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff and visitors.

Professional Development

Salinas Community School offers professional-development workshops, trainings and coaching session, and professional learning communities for administrators, teachers, paraprofessionals and office staff. Teachers are encouraged to participate in continuing education and/or California Subject Examinations for Teachers (CSET) testing to become highly qualified in all core academic areas. Topics include technology skills, classroom-management skills, assessment skills and behavior intervention.

Professional Development Days	
2014-15	1 days
2015-16	2 days
2016-17	3 days



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Monterey COE	Salinas CS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	20	14	12	12
Without a full credential	3	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0



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).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	1.00
Nurse	0.00
Speech/language/hearing specialist	0.10
Resource specialist (nonteaching)	1.00
Other	
	FTE
Program coordinator II: SPED	0.50
Community liaison	1.0
Paraeducators	10.00

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Salinas CS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	1	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Salinas CS	37.86%	62.14%
All schools in district	33.52%	66.48%
High-poverty schools in district	37.86%	62.14%
Low-poverty schools in district	30.62%	69.38%

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

District Salary Data		2014-15 Fiscal Year	
	Monterey COE	Similar Sized District	
Beginning teacher salary	✱	✱	
Midrange teacher salary	✱	✱	
Highest teacher salary	✱	✱	
Average elementary school principal salary	✱	✱	
Average middle school principal salary	✱	✱	
Average high school principal salary	✱	✱	
Superintendent salary	✱	✱	
Teacher salaries: percentage of budget	✱	✱	
Administrative salaries: percentage of budget	✱	✱	

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		2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Salinas CS	\$13,462	\$87,278	
Monterey COE	\$0	\$64,000	
California	\$5,677	✧	
School and district: percentage difference	*	+36.4%	
School and California: percentage difference	+137.1%	◆	

✱ County Office of Education schools are not required to display this data (Education Code Section 41409.3).

✧ Data is not available at this time.

* A percentage cannot be calculated when one of the numbers is zero (site unrestricted expenditures per pupil).

◆ The percentage difference cannot be calculated because California Annual Average Teacher Salary is not available.

Types of Services Funded

Salinas Community School makes every effort to meet the academic, emotional and physical needs of its students. SPRINT teams address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies and services to meet the unique needs of referred students.

1:1 Tutoring services are provided to families under Title I funding as a means to increase access to core literacy and math skills.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$16,371
Expenditures per pupil from restricted sources	\$2,909
Expenditures per pupil from unrestricted sources	\$13,462
Annual average teacher salary	\$87,278

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.

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://data1.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 2017.

School Accountability Report Card

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