

# Soledad High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

| School Contact Information |  |
|----------------------------|--|
| <b>School Name</b>         | Soledad High School  |
| <b>Street</b>              | 425 Gablian Drive  |
| <b>City, State, Zip</b>    | Soledad, CA 93960  |
| <b>Phone Number</b>        | 831.678.6400   |
| <b>Principal</b>           | Elizabeth Austin   |
| <b>E-mail Address</b>      | eaustin@soledad.k12.ca.us                                  |
| <b>Web Site</b>            | <a href="http://www.soledadusd.org">www.soledadusd.org</a> |
| <b>CDS Code</b>            | 27-75440-2730190   |

| District Contact Information |   |
|------------------------------|---|
| <b>District Name</b>         | Soledad Unified School District                                   |
| <b>Phone Number</b>          | 831.678.3987  |
| <b>Superintendent</b>        | Dr. Rupi Boyd   |
| <b>E-mail Address</b>        | rboyd@soledad.k12.ca.us   |
| <b>Web Site</b>              | <a href="http://www.soledadusd.org">http://www.soledadusd.org</a> |

## School Description and Mission Statement (Most Recent Year)

The vision of Soledad High School is to provide a safe environment that supports the development of each student through high standards of academic achievement, responsible citizenship, and service to the community, preparation for post-secondary education or meaningful employment.

The mission of the school that will attain our vision includes the following:

Adaptive and engaging classroom instruction.

Effective collaboration involving all internal and external stakeholders.

Viable staff, student and community support systems.

Expected School Wide-Learning Results (ESLRs).

1. Responsible and productive learners who work both independently and collaboratively
2. Complex thinker and problem solvers
3. Effective communicators
4. Responsible, respectful active citizens.

Soledad High School Facilities were built in two phases. The first phase which opened in August 1999 included 4 classroom buildings, a multi-purpose room attached to a large gym and athletic facilities, an administrative office building and a large library built for combined use as the high school library and community library for Soledad. In 2001, three other classroom buildings were completed along with a dedicated building for a naval junior reserve officer training corps (NJROTC) program. Each classroom building has 4 traditional classrooms and two labs. The labs have different purposes depending upon their location. The labs include a biology lab, physics/chemistry lab, four computer labs, two Agriculture Science classroom/labs, two technology labs and a wood-shop. There are also 5 computer labs: one used for keyboarding classes, one used for Accelerated Reader, one used for graphic arts and two for class drop-in use. Most buildings are permanent. Two of the seven classroom buildings and the NJROTC building are modular. However, they are set at ground level, and have stucco walls, tiled roofs and wainscot tiles, and therefore align with the Spanish Mission architectural theme of the school.

### Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 390                |
| Grade 10                | 305                |
| Grade 11                | 328                |
| Grade 12                | 304                |
| <b>Total Enrollment</b> | <b>1,327</b>       |

### Student Enrollment by Group (School Year 2013-14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.3                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 0.6                         |
| Filipino                            | 1.0                         |
| Hispanic or Latino                  | 94.0                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 3.1                         |
| Two or More Races                   | 0.3                         |
| Socioeconomically Disadvantaged     | 89.2                        |
| English Learners                    | 30.0                        |
| Students with Disabilities          | 9.0                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2012-13 | 2013-14 | 2014-15 | 2014-15  |
| With Full Credential   | 52      | 54      | 47      | 185      |
| Without Full Credential  | 0       | 1       | 6       | 16       |
| Teaching Outside Subject Area of Competence (with full credential) | 1       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1       | 0       | 1       |
| Total Teacher Misassignments *                 | 1       | 2       | 1       |
| Vacant Teacher Positions                       | 1       | 3       | 3       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 95.37  | 4.63                                    |
| All Schools in District          | 96.59  | 3.41                                    |
| High-Poverty Schools in District | 96.59  | 3.41                                    |
| Low-Poverty Schools in District  | 0.00   | 0.00                                    |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** August, 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. \*Some of the core subjects have more than one date of adoptions because of the different textbooks needed for various courses offered.

| Core Curriculum Area         | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|---|----------------------------------|---|
| <b>Reading/Language Arts</b> | 1998 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based. English 9-12: English Language Arts (ELA 9) - "Timeless Voices, Timeless Themes", Prentice Hall; ELA 10 - "Platinum", Prentice Hall, ELA 11 - "American Experience", Prentice Hall; ELA 12 - "The British Tradition", Prentice Hall.  | Yes                              | 0%  |
| <b>Mathematics</b>           | 2008 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based. Algebra Readiness - "California Algebra Readiness", Prentice Hall; Algebra 1 - "Algebra 1 for California", McDougal Littell; Geometry - "Geometry" California Edition, McDougal Littell; Algebra 2/Trigonometry - "Algebra 2 Integration Applications & Connections", Glencoe; Math Analysis (Pre-Calculus) - "Advanced Mathematical Concepts-Pre-Calculus with Application", Glencoe/McGraw-Hill; Calculus - "The Calculus 7", Harper/Collins. | Yes                              | 0%  |
| <b>Science</b>               | *1998, 2005, 2007-All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based. Earth Science - "The Science of Earth Systems", Thompson-Del Mar; Biology - "Biology: The Dynamics of Life", Glencoe/McGraw-Hill; Chemistry - "World of Chemistry", California Edition, McDougal Littell; Physics - "Physics: Algebra Trig", Brooks/Cole; "Physics: Principles & Problems", Glencoe/McGraw Hill.   | Yes                              | 0%  |

| Core Curriculum Area                                  | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>History-Social Science</b>                         | *1998-2001, 2008 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based.<br>World History - "Modern World History: Patterns of Interaction", McDougal Littell; U.S. History - "The Americans - Reconstruction Through the 20th Century", McDougal Littell; U.S. Government - "United States Government: Democracy in Action", Glencoe/McGraw Hill; Economics - "Economics: Principles & Practices", Glencoe/McGraw Hill. | Yes                              | 0%  |
| <b>Foreign Language</b>                               | 2012- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based.<br>Spanish - "Buen Viaje 1", Level 1, "Buen Viaje 2", Level 2, and "Buen Viaje 3", Level 3, Glencoe/McGraw-Hill; French - "Bon Voyage 1", Level 1, "Bon Voyage 2", Level 2, "Bon Voyage 3", Level 3, Glencoe/McGraw-Hill; Spanish for Native Speakers - "Nuestro Mundo", McDougal Littell; Spanish for Native Speakers - "Tu Mundo", McDougal Littell.       | Yes                              | 0%  |
| <b>Health</b>   | 1998 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based.<br>Health - "Perspectives on Health", D.C. Health.  | Yes                              | 0%  |
| <b>Visual and Performing Arts</b>                     | *1999-2007- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2014. All textbooks are state-adopted and standards-based.<br>Art 1-2-3-4- "Art in Focus", Glencoe/McGraw-Hill; Photography - "Photography - Ninth Edition, Pearson/Prentice Hall.  | Yes                              | 0%  |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | 1998- All students have complete access to Science Laboratory Equipment.  | Yes                              | 0%  |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Soledad High School is in its 14th school year of operation. The school has 48 classrooms, including 3 computer labs, 3 science labs, a full wood shop, band room, naval junior reserve officer training corps (NJROTC) building, multi-purpose room, gym, PE locker rooms, and a weight room. Five new portable classrooms were installed over the summer of 2012. All students are housed in classrooms designed for instructional use. Soledad High Schools available instructional space will exceed its need for the near future. Five of the seven multiple classroom buildings are permanent structures. Two other buildings along with the NJROTC building are modular, but have been enhanced with cement foundations, stucco walls, base tiles and tiled roofs to add to the aesthetic appeal as well as the functional life of the buildings.

All classrooms at Soledad High School are connected to a local area network with Internet access. There are at least two computers in each classroom for student use with some classrooms having three or more computers. Soledad High School benefits from having as its school library the Monterey County free branch and includes an additional computer lab of 16 computers. Every teacher has a workstation either in a classroom or in a teacher work area. Every computer has Microsoft Office (word processing, spreadsheet, and multimedia software), Internet Explorer (browser software), and Outlook (e-mail software) installed on it. Teacher computers also have a Student Information System (SIS) installed on them enabling teachers to enter attendance and grades. Soledad High School in partnership with ROP was selected for a Health Science Grant in 2008.

Custodial and maintenance staffs do an excellent job in the up keep of the high school. Thus, the school has maintained its new look. There is one-day custodian and three night custodians assigned to the school. The evening custodians are responsible for the classroom cleaning. All buildings are equipped with one boys and one girls restrooms. Every restroom is cleaned regularly and has 100% of the toilets working. The head custodian is responsible for developing the cleaning schedule. The principal works with the head custodian to ensure a clean and safe school. The district's policy to address any areas of concern within the facility is to submit a work order to the maintenance, operations, and transportation (MOT) department and the MOT department addresses the issues in a timely fashion. Safety issues are addressed immediately.

Williams Lawsuit was done on 8/29/14. Facilities inspection was done on 8/6/14.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)                      |               |      |      |  |
|--|---------------|------|------|--|
| Year and month in which data were collected: 8/6/2014 12:00:00 AM          |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]           | [ ]  | [ ]  |  |
| <b>Interior:</b><br>Interior Surfaces                                      | [X]           | [ ]  | [ ]  |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]           | [ ]  | [ ]  |  |
| <b>Electrical:</b><br>Electrical   | [X]           | [ ]  | [ ]  | Boys RR 100 Building - Repair hand dryer/Repair door handle and closure - Repaired hand dryer and door handle and closure on 8/21/2014   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [X]           | [ ]  | [ ]  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]           | [ ]  | [ ]  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]           | [ ]  | [ ]  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]           | [ ]  | [ ]  | Staff Lounge - Broken door handle - Repaired hand dryer and door handle and closure on 8/21/2014.<br><br>Band/Wrestling Rooms - Repair door frame and closure. Door and frame repaired on 11/7/2014. |

**Overall Facility Rating (Most Recent Year)**

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                | [ ]       | [X]  | [ ]  | [ ]  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Science (grades 5, 8, and 10)</b> | 46  | 48      | 38      | 50       | 52      | 49      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 49  |
| All Student at the School                     | 38  |
| Male  | 41  |
| Female  | 35  |
| Black or African American                     |   |
| American Indian or Alaska Native              |   |
| Asian   |   |
| Filipino                                      |   |
| Hispanic or Latino                            | 37  |
| Native Hawaiian or Pacific Islander           |   |
| White   | 64  |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 37  |
| English Learners                              | 5   |
| Students with Disabilities                    | 11  |
| Students Receiving Migrant Education Services |   |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2010-11   | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 29  | 33      | 33      | 38       | 42      | 43      | 54      | 56      | 55      |
| Mathematics            | 6   | 8       | 10      | 40       | 44      | 45      | 49      | 50      | 50      |
| History-Social Science | 30  | 35      | 38      | 28       | 30      | 34      | 48      | 49      | 49      |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 2       | 2       | 3       |
| Similar Schools | 1       | 2       | 2       |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2010-11           | 2011-12 | 2012-13 |
| All Students at the School       | 2                 | 14      | 11      |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               | 1                 | 15      | 12      |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            |                   |         |         |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  | -2                | 12      | 19      |
| English Learners                 | -10               | 2       | 5       |
| Students with Disabilities       |                   |         |         |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

CTE Programs Offered at Soledad High School:

Soledad High School aims for 100% of students to graduate college and/or career ready.

We have a Certified Nursing Assistant program, restaurant management classes, classes for working in the agriculture and floristry industry and a Dental Careers program.

We have a NJROTC program that serves over 400 students each year and many graduates pursue a military career after graduating from Soledad High School

In addition, Soledad High School is in year two of a four year plan to have four fully functioning small school academies. Our surrounding area of Soledad indicates the need to have graduates prepared in the Health and Public Services industries, the Agriculture industry, and as a result of our close proximity to San Jose we intend to have a STEAM academy, Science, Technology, Engineering, and Arts through Math Academy.

When student enroll at SHS as ninth graders they are in a Ninth Grade House. That small school academy gives students electives in their chosen area so they are ready to select an academy beginning in the tenth grade.



Career Technical Education Participation (School Year 2013-14)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 376                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 27%                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0%                        |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission        | 70.86   |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 25.60   |

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 36  | 47      | 46      | 36       | 46      | 45      | 56      | 57      | 56      |
| Mathematics           | 41  | 49      | 52      | 40       | 48      | 51      | 58      | 60      | 62      |

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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 55                    | 24         | 22       | 49             | 36         | 16       |
| All Students at the School                    | 54                    | 24         | 22       | 48             | 36         | 16       |
| Male  | 58                    | 21         | 21       | 48             | 32         | 20       |
| Female  | 51                    | 27         | 23       | 47             | 41         | 13       |
| Black or African American                     |                       |            |          |                |            |          |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   |                       |            |          |                |            |          |
| Filipino                                      |                       |            |          |                |            |          |
| Hispanic or Latino                            | 55                    | 24         | 22       | 49             | 35         | 16       |
| Native Hawaiian or Pacific Islander           |                       |            |          |                |            |          |
| White   |                       |            |          | 45             | 45         | 9        |
| Two or More Races                             |                       |            |          |                |            |          |
| Socioeconomically Disadvantaged               | 56                    | 23         | 20       | 50             | 36         | 14       |
| English Learners                              | 97                    | 2          | 2        | 84             | 14         | 1        |
| Students with Disabilities                    | 91                    | 9          |          | 90             | 10         |          |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

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

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           |   |                       |                      |

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (Most Recent Year)**

Parents have many opportunities for involvement in the school. They include:

Parent Involvement for Quality Education (PIQE).

PIQE offers a variety of workshops to assist parents in becoming more involved in the education process of their son(s) or daughter(s).

School Site Council (SSC)

SSC, which includes faculty and parents that meet to advise the principal on categorical expenditures, implementation of the School Site Plan, writing of grants and Professional Development Planning. Meetings are held once a month in the Principal's Office.

English Learners Advisory Council (ELAC)

ELAC includes Parents of English Learners. It meets to advise the Principal and the SSC on services provided to EL students. These meetings are held once a month in the Mission Room at 6:00 P.M.

**Athletic Boosters (AB)**

AB is open to all parents of high school athletes. This group plans fundraising activities, recognition events, and sports banquets in support of the high school athletic and extra curricular programs. These meetings are held on a monthly basis.

**Parent Teacher Conference Nights (PTCs)**

PTCs are held twice a year in the SHS multi-purpose room. It is an opportunity for parents to meet with each of their student’s teachers to review grades and plan intervention in cases, which the student is not doing well. These are held twice a year, following Term 1 and Term 3 progress reporting.

**Back to School Night (BTSN)**

BTSN begins with a brief general assembly for introductions and remarks by administrative staff. Then, with each teacher stationed in his/her classroom, parents follow an abbreviated class schedule to meet with each of the student’s teachers. This is usually held in early October.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| <b>Dropout Rate</b>    | 5.3     | 5.2     | 4.0     | 8.4      | 9.7     | 6.5     | 14.7    | 13.1    | 11.4    |
| <b>Graduation Rate</b> | 91.09   | 91.16   | 89.74   | 85.39    | 79.22   | 83.99   | 77.14   | 78.87   | 80.44   |

**Completion of High School Graduation Requirements (Graduating Class of 2013)**

| Group                                   | Graduating Class of 2013 |          |       |
|---|--------------------------|----------|-------|
|   | School                   | District | State |
| <b>All Students</b>                     | 87.72                    | 78.16    | 84.56 |
| <b>Black or African American</b>        | 50.00                    | 50.00    | 75.90 |
| <b>American Indian or Alaska Native</b> | 0.00                     | 0.00     | 77.82 |
| <b>Asian</b>                            | 75.00                    | 75.00    | 92.94 |
| <b>Filipino</b>                         | 80.00                    | 83.33    | 92.20 |
| <b>Hispanic or Latino</b>               | 88.26                    | 78.40    | 80.83 |
| <b>Native Hawaiian/Pacific Islander</b> | 100.00                   | 100.00   | 84.06 |
| <b>White</b>                            | 88.89                    | 80.00    | 90.15 |
| <b>Two or More Races</b>                | 0.00                     | 0.00     | 89.03 |
| <b>Socioeconomically Disadvantaged</b>  | 87.80                    | 78.64    | 82.58 |
| <b>English Learners</b>                 | 73.33                    | 58.54    | 53.68 |
| <b>Students with Disabilities</b>       | 87.50                    | 80.77    | 60.31 |

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Suspensions</b> | 13.7    | 11.5    | 4.3     | 10.1     | 7.4     | 3.8     | 5.7     | 5.1     | 4.4     |
| <b>Expulsions</b>  | 0.0     | 0.4     | 0.1     | 0.0      | 0.2     | 0.0     | 0.1     | 0.1     | 0.1     |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

#### INCIDENT COMMAND SYSTEM (ICS) FROM SCHOOL SITE LEVEL

Each School Site is required to establish and maintain five Crisis Teams. The five Crisis Teams are to be coordinated by the site Incident Commander. The five Crisis Teams are: Communications Team, Student Release and Crowd Control Team, First Aid and Basic Needs Team, Student and Staff Safety Team, Facilities Team. These teams fall under the coordination of a site level Incident Commander and they function as the response structure.

Our main concern of course is maintaining a positive climate and safe campus. The Soledad Police Department continues to be an instrumental collaborative partner with our district, especially in updating our Cooperative Guide for Preventing and Responding to School Violence manual. This is our procedures manual if we ever have the unfortunate luck of experiencing any kind of school violence emergency on campus. The Soledad Police Department periodically conducts multi-agency training on our campus during winter and spring breaks. They also simulate a mock school shooter emergency. From these training exercises, they come back to the safety committee with suggestions to improve our safety plan. Both the school safety plan and the violence emergency plan are important manuals to us. They are living documents that are constantly looked at and updated as different situations arise.

The other major element to our overall plan is to provide for ongoing staff development for school safety. We send at least one member of the safety committee to appropriate trainings that are offered throughout the state. For example, this year we have sent our campus supervisors to regular training to maintain certification as security officers by the State of California. In turn, they come back and report to the safety committee on the latest information that they have learned in their training. This feedback provides the safety committee with valuable insight in dealing with particular issues that affect our school site. Our goal is to try and stay informed of the latest information, laws, trends, and tools available to schools.

#### General:

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The result of this survey is available at the school office and at the district office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School/Buildings:

Soledad High School Facilities were built in two phases. The first phase which opened in August 1999 included 4 classroom buildings, a multi-purpose room attached to a large gym and athletic facilities, an administrative office building and a large library built for combined use as the high school library and community library for Soledad. In 2001, three other classroom buildings were completed along with a dedicated building for a NJROTC program. Each classroom building has 4 traditional classrooms and two labs. The labs have different purposed uses depending on their location. The labs include a biology lab, physics/chemistry lab, four computer labs, two Agriculture Science classroom/labs, two technology labs and a workshop. There are also 5 computer labs: one used for keyboarding classes, one used for Accelerated Reader, one used for graphic arts and two for class drop-in use. Most buildings are permanent. Two of the seven classroom buildings and the NJROTC building are modular. However, they have stucco walls, tiled roofs and wainscot tiles, and therefore align with the Spanish Mission architectural theme of the school.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              | No     |          |
| Met Participation Rate: English-Language Arts | Yes    |          |
| Met Participation Rate: Mathematics           | Yes    |          |
| Met Percent Proficient: English-Language Arts | No     |          |
| Met Percent Proficient: Mathematics           | No     |          |
| Met Graduation Rate (if applicable)           | Yes    |          |

### Federal Intervention Program (School Year 2014-15)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2003-2004 | 2007-2008 |
| Year in Program Improvement*                        | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | ---       | 5         |
| Percent of Schools Currently in Program Improvement | ---       | 62.5      |

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2011-12         |                      |       | 2012-13 |                 |                      | 2013-14 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 27.4            | 12                   | 20    | 16      | 27              | 14                   | 19      | 18  | 24              | 16                   | 27    | 14  |
| Mathematics    | 28.8            | 8                    | 15    | 17      | 30              | 9                    | 12      | 20  | 28              | 10                   | 16    | 19  |
| Science        | 30.7            | 3                    | 16    | 17      | 31              | 4                    | 17      | 14  | 30              | 5                    | 17    | 13  |
| Social Science | 31.9            | 4                    | 5     | 16      | 32              | 5                    | 4       | 22  | 30              | 5                    | 9     | 20  |

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 3                                | 430   |
| Counselor (Social/Behavioral or Career Development) | 1                                | ---   |
| Library Media Teacher (Librarian)                   | 0.125                            | ---   |
| Library Media Services Staff (Paraprofessional)     | 0.69                             | ---   |
| Psychologist  | 0.33                             | ---   |
| Social Worker                                       | 0                                | ---   |
| Nurse   | 0.125                            | ---   |
| Speech/Language/Hearing Specialist                  | 0.58                             | ---   |
| Resource Specialist                                 | 0.33                             | ---   |
| Other   | 1                                | ---   |

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| Level  | Expenditures Per Pupil |                         |                    | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
|  | Total                  | Supplemental/Restricted | Basic/Unrestricted |                        |
| School Site                                  | 5740.78                | 1521.14                 | 4219.64            | 57942.28               |
| District                                     | ---                    | ---                     | 5248.94            | 63059                  |
| Percent Difference: School Site and District | ---                    | ---                     | -19.6              | -8.1                   |
| State  | ---                    | ---                     | 8448               | 69435                  |
| Percent Difference: School Site and State    | ---                    | ---                     | -50.1              | -16.6                  |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Soledad High School Students benefit from the following specialized services:

- 1:1 ipad devices for technological education and college and career readiness
- Special Education
- Common Core Implementation funding
- LCAP funding
- Family Student Support Coordinator and Liaison
- Resource Specialist or Special Day Class services
- Supplemental Educational Services (SES)
- Perkins Funding
- Vocational Education
- Agriculture Incentive Grant
- Funds materials and serviced for the Agriculture and Future Farmers of America
- Services for students who are low-performing in Reading, Language or Math as measured by standardized tests. (In 2004, Soledad High School was granted school wide Title I status).
- Migrant Education
- Course/credit make-up opportunities for students who have moved within the last three years due to parent employment.
- Common Core State Standards Professional Development
- Professional Development for Math and Science teachers
- Services for low-performing and Limited English students
- Four-year planning for students
- Purchase of high school level reference materials for the library
- School Community Policing Partnership Program
- Funds School Resource Officer, Youth Intervention Services Counselor, Drug Resource Counselor, Conflict Resolution Training

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,047        | \$38,920                                     |
| Mid-Range Teacher Salary                      | \$62,366        | \$59,803                                     |
| Highest Teacher Salary                        | \$90,568        | \$78,096                                     |
| Average Principal Salary (Elementary)         | \$91,008        | \$95,836                                     |
| Average Principal Salary (Middle)             | \$99,965        | \$99,849                                     |
| Average Principal Salary (High)               | \$101,579       | \$107,599                                    |
| Superintendent Salary                         | \$130,000       | \$151,912                                    |
| Percent of Budget for Teacher Salaries        | 39              | 37   |
| Percent of Budget for Administrative Salaries | 5               | 6  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement Courses (School Year 2013-14)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | ---                               |
| English                  | 4                             | ---                               |
| Fine and Performing Arts |                               | ---                               |
| Foreign Language         |                               | ---                               |
| Mathematics              | 1                             | ---                               |
| Science                  |                               | ---                               |
| Social Science           | 3                             | ---                               |
| All courses              | 8                             | 0.7                               |

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Soledad High School is focused on goals in our Single Plan for Student Achievement and our Local Control Accountability Plan. Staff development is delivered during the school day during district provided directive time, after school during the weekly early student release day, during staff meetings, and during non-student days.

Graduation, CAHSEE, A-G course completion rates, benchmark, and other assessment data are used to determine the focus of professional development.

Teachers meet to collaborate three times weekly minimum. The focus is interdisciplinary teaming, building small school academies, and focus groups for our Western Accreditation for Schools and Colleges self- study and WASC visiting team's accreditation visit. Teachers have participated in two full day trainings of Adaptive-Schools strategies. These professional development days are engaging and model effective teaching strategies to increase student learning in the form of active participation and student engagement.

Teachers collaborate in grade level, disciplinary, and cross-disciplinary teams.

As a result of the district's ipad initiative extensive technology staff development has been and will continue to be provided. Teachers from all disciplines and ranges of experience participate in relevant common core, technology, and content area workshops.

Teachers are provided feedback in regard to strategy implementation through coaching, administrative walk-throughs, teacher and administrator conversations, and peer feedback.