

Soquel High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Santa Cruz City Schools

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School Description

Soquel High School is a comprehensive public high school located in Soquel, California that educates over 1,100 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed supporting all Knights so they can achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

Soquel High School serves students throughout Santa Cruz County. Many students come from the county's urban centers Soquel, Capitola, Live Oak, Aptos, and Santa Cruz, while others come from the agricultural community of Watsonville.

Santa Cruz County's population of 262,382 is 72.5% white, 32% Hispanic or Latino, 4.2% Asian, and 1.4% Black. Located 30 miles south of Silicon Valley, many Santa Cruz residents work in technology. Other important economic sectors are health care, agriculture, and tourism. 85.6% of Santa Cruz County residents over the age of 25 have a high school diploma, and 38.2% of Santa Cruz County residents over the age of 25 have a Bachelor's Degree or higher.

Soquel High's demographic data is similar to Santa Cruz County as a whole. In the 2017-2018 school year, 53.1% of students identified as white and 35.5% of students identified as Hispanic or Latino. 3.9% of our students are English Language Learners (ELL) and 19.5% are Redesignated Fluent English Proficient (RFEP). 33.9% of students are socioeconomically disadvantaged. 8.7% are part of our Special Education program. Last year, 98% of graduating seniors left Soquel High intending to attend either a four-year college or a community college.

Soquel High School is one of three comprehensive high schools in the Santa Cruz City School District, which serves over 6,000 K-12 students. The Santa Cruz City School District includes six elementary schools, two middle schools, three comprehensive high schools, a continuation school, an independent studies program, and a homeschool program. While some Soquel High Students come from Santa Cruz City School District middle and elementary schools, the majority of our students come from schools in the Soquel Elementary School District and Live Oak School District. Students at Soquel High live within driving distance of several colleges and universities. Santa Cruz County is the home to UC Santa Cruz and Cabrillo College. CSU Monterey Bay and San Jose State University are also close by.

Soquel High School Mission Statement:

Educate - Engage - Empower

Soquel High School Vision Statement:

Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

Soquel High School Values:

Kindness, Collaboration, Equity, Diversity, Integrity, Responsibility, and Safety

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	356
Grade 10	286
Grade 11	295
Grade 12	218
Total Enrollment	1,155

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	2.0
Filipino	1.3
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.3
White	53.0
Socioeconomically Disadvantaged	38.4
English Learners	4.3
Students with Disabilities	9.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Soquel High School	16-17	17-18	18-19
With Full Credential	45	52	48
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	1	4	2
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Soquel High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	4	0	0
Vacant Teacher Positions	0	0	0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 English Yes! - McGraw-Hill Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Core Connections - Integrated 1 CPM Educational Program Adopted 2016-17 Core Connections - Integrated 2 CPM Educational Program Adopted 2016-17 Core Connections - Integrated 3 CPM Educational Program Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - McDougall Littell Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Magruder's American Government - Pearson Prentice Hall Adopted 2006 Economics: Principles in Action - Pearson Prentice Hall Adopted 2006 The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006 World History: The Modern World - Pearson Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: December 5, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Situaciones - D.C. Heath Adopted 2009 Expresate 1 & 2 - Holt Adopted 2011 Vista, AP Spanish - Higher Learning Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Soquel High, constructed in 1962, sits on a 49 acre lot and has three main classroom buildings, each with a courtyard in the center. In addition to the three main classroom buildings, the site has a multipurpose room used as a cafeteria and performance space, several shop buildings for CTE pathway classes (wood, auto, metal), a farm with a variety of plants and animals, and a gym with practice space. A new pool was completed this year using bond money. Future projects using bond money include modernizing classrooms, removing portable classrooms, expanding the library, and replacing doors/windows/plumbing.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	GIRLS' LOCKER ROOM: NEED TO ADJUST WATER FLOW ON SINK GIRLS' LOCKER ROOM RESTROOM: SINK DRAINS SLOW METAL SHOP: ONE SINK IS NOT DRAINING
Interior: Interior Surfaces	Fair	RM 508: WHITE BOOKSHELF AND METAL CABINET NEED TO BE ANCHORED RM 507: METAL CABINET NEEDS TO BE ANCHORED GYM: MOTOR FOR BASKETBALL HOOPS NOT WORKING METAL SHOP: METAL CABINET NEEDS TO BE ANCHORED RM 211: METAL CABINET BY TEACHERS DESK NEEDS TO BE ANCHORED RM 218: WOOD SHELF NEED TO BE ANCHORED RM 216: METAL CABINET NEEDS TO BE ANCHORED RM 201: TALL TAN CABINET NEEDS TO BE ANCHORED RM 202: BROWN WOOD BOOKCASE NEEDS TO BE ANCHORED RM 203: METAL CABINET NEEDS TO BE ANCHORED RM 206: 2 METAL CABINETS NEED TO BE ANCHORED RM 207: 2 TALL METAL CABINETS NEED TO BE ANCHORED RM 209: METAL CABINET NEEDS TO BE ANCHORED RM 119: TAN METAL CABINET NEEDS TO BE ANCHORED RM 103: BROWN METAL CABINET NEEDS TO BE ANCHORED RM 111: TALL METAL CABINET NEEDS TO BE ANCHORED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	RM 208: CLUTTER RM 210: CLUTTER
Electrical: Electrical	Fair	RM 325: LIGHT BULBS OUT RM 508: LIGHT BULBS OUT MUSIC RM: SOME LIGHTS OUT, SOME LIGHTS ARE MISSING COVERS METAL SHOP: SOME LIGHTS ARE OUT WOOD SHOP: SOME LIGHTS HAVE MISSING COVER PLATES MPR: SEVERAL LIGHTS ARE OUT RM 223: SOME LIGHT BULBS ARE OUT RM 201: NO PHONE RM 112: PHONE NOT WORKING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS BATHROOM BY MPR: FAUCET MISSING CAP

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	HORTICULTURE RM: FIRE EXTINGUISHER NOT SIGNED ANIMAL SCIENCE RM: FIRE EXTINGUISHER NOT SIGNED RM 602: FIRE EXTINGUISHER NOT SIGNED RM 508: FIRE EXTINGUISHER NOT SIGNED RM 507: FIRE EXTINGUISHER NOT SIGNED RM: 506: FIRE EXTINGUISHER NOT SIGNED MUSIC RM: FIRE EXTINGUISHER NOT SIGNED BOYS' LOCKER ROOM: FIRE EXTINGUISHER NOT SIGNED UPPER GYM: FIRE EXTINGUISHER NOT SIGNED GYM: FIRE EXTINGUISHER NOT SIGNED MPR: FIRE EXTINGUISHER NOT SIGNED RM 219: FIRE EXTINGUISHER NOT SIGNED RM 218: FIRE EXTINGUISHER NOT SIGNED RM 202: FIRE EXTINGUISHER NOT SIGNED RM 206: FIRE EXTINGUISHER NOT SIGNED
Structural: Structural Damage, Roofs	Good	RM 507: CEILING TILES MISSING HORTICULTURE RM: MISSING A FEW CEILING TILES RM 506: MISSING CEILING TILES RM 402: A PIPE IS LEAKING ON CEILING NEXT TO AC UNIT GYM: CEILING PANEL HANGING GIRLS' LOCKER RM: FEW STAINED CEILING TILES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 506: WINDOWS DON'T HAVE BLINDS
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	55.0	59.0	60.0	48.0	50.0
Math	31.0	27.0	42.0	41.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.3	22.9	40.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	262	92.25	54.96
Male	158	139	87.97	46.76
Female	126	123	97.62	64.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	88	96.70	38.64
White	166	151	90.96	63.58
Two or More Races	13	10	76.92	60.00
Socioeconomically Disadvantaged	97	90	92.78	38.89
English Learners	20	19	95.00	0.00
Students with Disabilities	23	22	95.65	13.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	261	91.9	27.2
Male	158	138	87.34	24.64
Female	126	123	97.62	30.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	86	94.51	12.79
White	166	151	90.96	33.77
Two or More Races	13	10	76.92	40
Socioeconomically Disadvantaged	97	89	91.75	16.85
Students with Disabilities	23	21	91.3	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Family Involvement:

Soquel High School is served by various parent and community organizations. The Soquel High Fund is a 501c3 foundation established to support our academic, arts, and athletic programs. In addition to fundraising, the Soquel High Fund supports our alumni network. Other parent organizations include the Soquel Music Foundation and the Soquel Sports Foundation. Another active parent group is the English Learners Advisory Committee (ELAC). These meetings are driven by parents of students with Limited English Proficiency (LEP). Parent leaders are chosen in an annual officer election. ELAC officers plan meeting topics such as SHS course offerings, test preparation, college applications and financial aid, using Illuminate to monitor student progress, and more. Every year, AP Spanish 4 students presented to the ELAC committee about the needs to Hispanic or Latino and LEP students at Soquel High. ELAC parents also serve the school by providing dinner at Back to School Night and hosting an annual holiday celebration and awards for students who reclassify from LEP to Fluent English Proficient.

Parent leaders can also partner with school staff leaders and participate on the School Site Council, District Advisory Committee, and our Site Bond Oversight Committee. Those leadership teams monitor student achievement and/or allocate resources in order to best meet student needs. Parents who are not involved in formal organizations have a variety of other opportunities to connect with Soquel High School. Families assist with sports, clubs, and extracurricular activities. Additionally, parents are apprised of school events on Soquel High School's website, electronic roadside marquee, online calendar, and weekly parent newsletter Knight Notes. Families can also meet their student's teachers, counselors, and administrators at the annual Back to School Night and our Counseling Program includes multiple counselor and administrator visits to our two feeder middle schools.

There are various ways for families to use technology to monitor their student's academic achievement. Parents and students can use the Illuminate app to monitor grades and attendance. Many teachers use Google Classrooms to communicate with students and their families. The school website also lists teacher's websites, email, and school phone numbers so families can easily communicate with faculty. Parents can offer additional feedback to our school via electronic surveys. The district offered an electronic survey before the most recent LCAP.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive Safety Plan (CSP) for 2018-2019 was reviewed by our School Site Council on April 24, 2018. The safety plan will also be reviewed and updated during our School Site Council meeting on January 23, 2019.

Basic overview of the CSP is reviewed with the staff at the beginning of the school year and teachers can access an electronic copy of this complete plan in one of two locations. One is through their own Google Sites page where all information, such as the faculty handbook, CSP, and emergency related materials are stored and updated as necessary. The other location is the District Webpage where each teacher can compare all CSP's from each site within the District. Main conclusions for the CSP are taken from attendance, recent WASC three year review, California Healthy Kids Survey, and the Social Emotional Health Survey of 2017-89. Our primary goal is to provide students and staff with a safe and supportive school environment and to continuously develop and build caring relationships with faculty, staff, families, and students of our school.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.3	4.1	3.6
Expulsions Rate	0.7	0.2	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	330

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	26.0	26.0	10	12	9	21	26	31	11	7	5
Mathematics	27.0	26.0	29.0	8	9	7	16	15	16	13	14	14
Science	29.0	31.0	31.0	2			14	19	16	11	6	8
Social Science	29.0	29.0	26.0	6	5	7	8	13	14	15	12	6

* 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.

Professional Development provided for Teachers

Teacher leaders facilitate professional learning during department Professional Learning Communities. PLC work includes: Revising and developing pacing guides, identifying priority standards, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students. We have also agreed upon ten School-wide Expectation (Tier I) including: 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily Agendas; 4. Posting daily Learning and Language Goals; 5. Bell to Bell Instruction; 6. Peer Assessments; two observations per year. 7. Supporting struggling students by making contact with parents/guardians for all 'F' grades; 8. Restroom Protocol - only one student out at a time; 9. Caring Relationships - Team-building/Ice-breaker activities at beginning of school year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior. 10. Attend and participate in monthly PLCs.

Teachers leaders (SCIL) participate in 3-4 professional development days facilitated by district administration. They are also supported via monthly teacher leader/administrative meetings where teachers are provided trainings and can receive support from colleagues and administration. Teachers are always encouraged to attend conferences and trainings; funding is paid for by our school site budgets and for the past two years, from our College Readiness Block Grant. However, the most helpful professional development and training some of our teachers receive comes from district coaches, on site RTI Math Coordinator, and on site Math Coach.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay partial salaries of our new School Community Coordinator, a PPS credentialed school counselor and also pay for teachers to instruct and support struggling and under-served students during after school teaching sessions.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Soquel High School	2014-15	2015-16	2016-17
Dropout Rate	1.2	1.8	1.2
Graduation Rate	93.5	97.7	98.4
Santa Cruz City Schools	2014-15	2015-16	2016-17
Dropout Rate	3.9	4.2	5.9
Graduation Rate	89.7	92.5	89.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	646
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.3

* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,007	\$1,190	\$5,818	\$53,291
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-4.8	-12.0
Percent Difference: School Site/ State			-11.5	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	6	◆
Fine and Performing Arts	0	◆
Foreign Language	2	◆
Mathematics	4	◆
Science	6	◆
Social Science	8	◆
All courses	26	29.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	98.8	91.2	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	98.6	86.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	98.6	93.6	92.1
Two or More Races	88.9	93.8	91.2
Socioeconomically Disadvantaged	100.0	86.9	88.6
English Learners	100.0	63.8	56.7
Students with Disabilities	92.0	77.3	67.1
Foster Youth	0.0	75.0	74.1

Career Technical Education Programs

Soquel High offers students preparation for the world of work via CTE courses and a career-focused academy. These courses prepare students to travel down the Agriculture and Natural Resources, Public Safety, Digital Media, Construction, Manufacturing and Engineering, and Transportation career pathways. In addition to learning hands-on skills, students are required to complete a resume, cover letter and portfolio of their class work. These assignments are supported by our part time CTE school counselor.

In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, and coaches and physical education teachers help students explore careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments and presents current data on local job trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum during CTE advisory committee meetings and other communication.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.