

Soquel High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Soquel High School
Street	401 Old San Jose Rd.
City, State, Zip	Soquel, CA 95073-2213
Phone Number	(831) 429-3909
Principal	Greg O'Meara
Email Address	gomeara@sccs.net
School Website	https://soquel.sccs.net/home
County-District-School (CDS) Code	44698234437406

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	superintendent@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

Soquel High School is a comprehensive public high school located in Soquel, California that educates 1,071 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 to supporting all students to achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

After a comprehensive self-study of curricular programs, Soquel received a maximum accreditation term of six (6) years by the

2023-24 School Description and Mission Statement

Western Association of Schools and Colleges. A highly successful 3 year Mid-Term Visit was conducted in the Spring of 2021, and the current accreditation term was certified. Soquel will host its next full self study accreditation visit in the Spring of 2024.

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 269,893 is 54% White/Non Hispanic, 40% Hispanic or Latino, 5% Asian, and 1% 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. 86.3% 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. Currently, for the 2023-2024 school year, 49.7% of students identified as white and 40.2% of students identified as Hispanic or Latino. 5.1% of our students are English Language Learners (ELL) and 28% are Re-designated Fluent English Proficient (RFEP). 32% of students are socioeconomically disadvantaged. 11% are part of our Special Education program. Last year, 97% 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

The Soquel Staff is committed to ongoing and intentional efforts to improve school climate and culture. A large part of this effort is a commitment to strengthening relationships, and focusing on community. Our comprehensive array of student support is conducted through the lens of Restorative Justice Practices, student equity and the continual strengthening of our community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	252
Grade 10	290
Grade 11	239
Grade 12	193
Total Enrollment	974

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.3%
American Indian or Alaska Native	0.4%
Asian	1.7%
Black or African American	1.1%
Filipino	0.7%
Hispanic or Latino	39.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.2%
White	49.5%
English Learners	5.4%
Foster Youth	0.1%
Homeless	0.2%
Migrant	N/A
Socioeconomically Disadvantaged	33.3%
Students with Disabilities	12.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.80	78.46	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.13	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	11.31	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.48	2.10	1.01	12115.80	4.41
Unknown	2.90	6.62	11.20	5.27	18854.30	6.86
Total Teaching Positions	44.30	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	76.18	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.52	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.40	19.25	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	2.82	4.70	2.03	11953.10	4.28
Unknown	0.10	0.20	1.30	0.58	15831.90	5.67
Total Teaching Positions	49.20	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.00	9.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	9.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.30
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	1.10	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15	22.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.4	6.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
Mathematics	Core Connections - Integrated 1 CPM Educational Program Adopted 2016 Core Connections - Integrated 2 CPM Educational Program Adopted 2016 Core Connections - Integrated 3 CPM Educational Program Adopted 2016	Yes	0%
Science	Model Based Biology - MBER Biology Team UC Davis Adopted 2019 Biology - McDougall Littell Adopted 2007 Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020 Chemistry - Pearson Prentice Hall Adopted 2007 Active Physics - Activate Learning Adopted 2018 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007	Yes	0%
History-Social Science	IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020 IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill Adopted 2020 IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020 IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020	Yes	0%
Foreign Language	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
Health			0%

School Facility Conditions and Planned Improvements

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 sustainable agriculture demonstration farm with a variety of plants and animals, and an athletic gymnasium with practice space. A new pool was completed in 2018-2019 using bond revenue. Future projects using bond money include modernization of all classrooms, removing portable classrooms, expanding and renovating the library, and replacing doors/windows/plumbing, and major infrastructure.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	72	58	58	47	46
Mathematics (grades 3-8 and 11)	32	28	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	225	99.56	0.44	71.56
Female	115	115	100.00	0.00	75.65
Male	111	110	99.10	0.90	67.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91	1.09	63.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	113	100.00	0.00	79.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	59.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	26.09

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	223	99.11	0.89	28.25
Female	114	113	99.12	0.88	30.97
Male	111	110	99.10	0.90	25.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	90	97.83	2.17	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	112	112	100.00	0.00	38.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	10.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.67	29.19	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	185	97.88	2.12	29.19
Female	93	90	96.77	3.23	30.00
Male	96	95	98.96	1.04	28.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	70	98.59	1.41	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	96	93	96.88	3.12	31.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	54	96.43	3.57	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

2022-23 Career Technical Education Programs

Soquel High offers students preparation for the world of work via Career Technical Education (CTE) courses and a career-focused academy. These courses and programs prepare students in career pathways in the areas of "Sustainable Agriculture and Natural Resources", "Public Safety", "Digital Media", "Construction, Manufacturing and Engineering", "Welding Technology", and "Horticulture/Floral Design". 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. The CTE Counselor also assists in community outreach and the fostering of local business relationships corresponding to our CTE Career paths.

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, while coaches and physical education teachers assist students in exploring careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments that are based on current data on local and national career trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	591
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.01
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.03

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96%	96%	97%	96%	97%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent/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 forums for participation include the Soquel Music Foundation, The Soquel High School Bond Oversight Committee, The Soquel High School Performing Arts Building Oversight Committee, and The Soquel High School Site Council. Specifically, the School Site Council is responsible for annual input, adoption, and implementation of both the Single Plan for Student Achievement, as well as the Comprehensive School Safety Plan. Additionally, parents are full participants in the current Accreditation process (Western Association of Schools and Colleges (WASC)). Parent Focus Groups will meet twice during the 23-24 school year. All parents have access to a digital/on-line feedback platform to offer input on school operations, academic offerings, safety, climate, general satisfaction of the educational process at Soquel High School.

Another important parent forum is the English Learners Advisory Committee (ELAC). These meetings are typically held monthly, and are attended 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 present 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 District Budget Advisory Committee, and a variety of other forums that arise to meet the needs of our students. 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 entitled "Knight Notes". Families are encouraged to meet their student's teachers, counselors, and administrators at the annual Back to School Night. Additionally, our Counseling Program includes multiple counselor and administrator visits to our two feeder middle schools.

2023-24 Opportunities for Parental Involvement

Additionally, there are various ways for families to utilize technology resources to monitor their student's academic achievement. Parents and students can use the Student Information System (Infinite Campus) to monitor grades and attendance. All teachers use Google Classroom 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.

Multiple bi-lingual paraprofessionals have been hired (2021) to assist specifically with parent outreach. These paraprofessionals work with our full time bi-lingual Community Coordinator in coordinated efforts to increase connection of school to home for our Latino community.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.1	2.2	4.1	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	93.7	94.5	93.9	90.5	93.5	93	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	197	185	93.9
Female	97	92	94.8
Male	100	93	93.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	72	69	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	102	95	93.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	73	65	89.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	23	85.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	988	219	22.2
Female	466	459	115	25.1
Male	533	528	104	19.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	17	17	1	5.9
Black or African American	12	11	4	36.4
Filipino	8	8	3	37.5
Hispanic or Latino	397	391	86	22.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	52	52	15	28.8
White	493	488	105	21.5
English Learners	56	54	17	31.5
Foster Youth	3	3	2	66.7
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	357	351	86	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	122	41	33.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	1.40	2.70	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.09	0.00	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.7	0
Female	1.5	0
Male	3.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	2.03	0
English Learners	5.36	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.47	0

2023-24 School Safety Plan

The Comprehensive Safety Plan (CSP) for 2022-2023 was reviewed by our School Site Council on January 17, 2024. The safety plan will also be reviewed and updated during our School Site Council meeting on February 21, 2024

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. Additionally, the Santa Cruz City Schools Webpage can provide each teacher the ability to 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. Soquel High School enjoys a very collaborative relationship with the Santa Cruz County Sherriff's Department, and our School Resource Officer is a proactive, involved presence on our campus.

Our primary goal is to provide students and staff with a safe and supportive school environment. Additionally, we strive to develop, build, and maintain caring relationships with faculty, staff, families, and students.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	24	8
Mathematics	30	4	12	16
Science	25	7	15	2
Social Science	29	2	21	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	25	5
Mathematics	27	5	26	5
Science	24	8	16	1
Social Science	24	8	23	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	27	2
Mathematics	27	7	19	8
Science	25	2	21	0
Social Science	27	6	16	5

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	249.74

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,976	\$2,879	\$7,097	\$83,274
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-17.5	1.8
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	7.3	-23.7

Fiscal Year 2022-23 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 School Community Coordinator, a Pupil Personnel Services (PPS) credentialed school counselor and also provide funding for teachers to support struggling and under-served students during after school teaching/tutoring sessions. A full time Response to Intervention (Rti) Coordinator is also supported through specific Local Control Funding Formula.

Outlined in the 2022-2023 Single School Plan for Student Achievement are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers.

Additionally, funds from a multitude of sources are directed appropriately to bolster tutoring in both the individual and group settings. The Learning Center: Homework Club is a hub of learning that is staffed with Certificated, Classified, along with student Peer Tutors. Each group's wages supported through designated LCFF/LLMF revenues.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	25.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

Outlined in the 2023-2024 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with district and school goals. These opportunities are numerous, including the allocation of specific funds for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers. The 2023-2024 school year launched with a full district (K-12) Professional Development day on July 31, 2023 allowing Santa Cruz Instructional Leadership (SCIL) team to collaborate around a collective focus for the school year. Each school site committed to various areas of instructional emphasis.

For the purposes of continuity, Soquel High School SCIL team proposed the following areas of instructional emphasis: 1. Integrated ELD Strategies/Instruction 2. Teacher Clarity in communicating learning intentions/outcomes, and 3. a commitment to the principles of effective Professional Learning Communities (PLC's). Subsequent school based faculty, SCIL meetings and additional Professional Development days on August 7, 2023, October 19, 2023, and January 8, 2024 confirmed these commitments and have been the crux of our instructional practices in 2022-2023.

August 7, 2023: A-G Completion/Academic Rigor/English Language Learner Support/WASC Preparation

October 19, 2023: Grading for Equity/English Language Learner Progress/PLC Collaboration

January 8, 2024: Grading for Equity/English Language Learner Progress/Positive Behavior Interventions Support (PBIS)/PLC Collaboration/National Clearinghouse Data Analysis

Additionally, teacher leaders facilitate ongoing weekly professional learning during department Professional Learning Communities (PLC). 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.

Soquel High School Staff has adopted ten (10) School-wide Expectations (Tier I) : 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 class agendas; 4. Posting daily Learning and Language Goals; 5. Utilization of "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-

Professional Development

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. Attendance and full participation in weekly Professional Learning Communities to Identify what students should be able to do

Teachers leaders (SCIL) are 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3