

# Soledad High School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Soledad High School
Street	425 Gablian Drive
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6400
Principal	Elizabeth Austin
E-mail Address	eaustin@soledad.k12.ca.us
CDS Code	27-75440-2730190

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

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

## III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (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
Science	38	45	48	45	49	52	57	60	59
History-Social Science	30	35	38	28	30	34	48	49	49

Note: 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 by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	45	52	34
All Student at the School	33	10	48	38
Male	31	12	50	41
Female	36	7	46	36
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	82	18		
Hispanic or Latino	32	9	47	37
Native Hawaiian/Pacific Islander				
White	52	14		68
Two or More Races				
Socioeconomically Disadvantaged	31	9	48	36
English Learners	3	2	21	10
Students with Disabilities	11	13	7	8
Students Receiving Migrant Education Services	11	10		12

Note: 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 High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45	36	47	43	36	46	59	56	57
Mathematics	33	41	49	31	40	48	56	58	60

Note: 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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	24	22	52	29	18
All Students at the School	53	24	22	51	30	19
Male	55	24	21	48	31	21
Female	51	25	24	54	29	16
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	54	24	22	52	30	18
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	54	24	21	53	29	18
English Learners	88	9	3	83	15	2
Students with Disabilities	100					
Students Receiving Migrant Education Services						

Note: 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 Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.6	17.2	37.1

Note: 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.

**IV. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	2	1	2

### 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	7
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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	949	697	3,437	748	4,655,989	790
Black or African American	3		11	742	296,463	708
American Indian or Alaska Native	1		8		30,394	743
Asian	6		25	705	406,527	906
Filipino	11	891	38	916	121,054	867
Hispanic or Latino	891	692	3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander	2		4		25,351	774
White	30	776	83	805	1,200,127	853
Two or More Races	5		13	726	125,025	824
Socioeconomically Disadvantaged	841	692	3,155	744	2,774,640	743
English Learners	456	632	2,008	716	1,482,316	721
Students with Disabilities	82	393	397	561	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	55.6

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	345
Grade 10	353
Grade 11	336
Grade 12	285
Total Enrollment	1,320

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	3.0
American Indian or Alaska Native	0.1	Two or More Races	0.2
Asian	0.8	Socioeconomically Disadvantaged	88.9
Filipino	1.2	English Learners	49.0
Hispanic or Latino	93.9	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0.2		

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

Subject	2010-11				2011-12				2012-13			
	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	26.8	11	14	17	27.4	12	20	16	24	14	19	18
Mathematics	30.9	6	7	23	28.8	8	15	17	30	9	12	20
Science	33.1	2	5	17	30.7	3	16	17	31	4	17	14
Social Science	31.7	3	4	16	31.9	4	5	16	32	5	4	22

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.



### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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#### 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.

#### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	6.97	22.00	15.95	10.48	12.00	11.63
<b>Expulsions</b>	0.5	1.00	.38	0.13	1.00	.17

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

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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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 8/30/13. Facilities inspection was done on 7/30/13.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Girls RR 300 Bldg. - Door needs painting - Planned 6/14. Boys RR 400 Bldg., - Repair hole in wall - Covered 10/13 - Planning to repair 3/14. Boys RR 500 Bldg. - Need walls painted/peeling paint - Planning to repair 6/14. CR704- Broken floor tiles - repaired 10/13 CR-D- Repair hole in wall and clean. Covered/Planned to repair 6/14. ROTC- Ceiling tiles loose - Repaired 10/13 Concession Booth - Walls need cleaning - Cleaned on 1/30/14. Band/Wrestling Rooms - Repair holes in walls - Planned 6/14 to repair CR406- Excessive paper - Cleaned on 2/5/14.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	CR603- Clutter, excessive paper - Cleaned 2/5/14. Boys Locker Room - Dirty - Cleaned 9/13

**School Facility Good Repair Status (School Year 2013-14)**

Year and month in which data were collected: July 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Main Office, Class Rooms:301,302,304 Lab,306,Boys & Girls RR 300 Bldg., Girls RR 400 Bldg., 402,403,404,406,Boys & Girls RR 500 Bldg.,601,602,603,604,605,704,CR-B,1004 Computer Lab,1006,Boys & Girls RR 1000 Bldg.,1001,1105, Team Room- Lights out - Replaced 10/13  Girls RR 400 Bldg. - Lens cover missing - Replaced 10/13  CR502,505,506,604,606,701, CR-F,1001,1002,1102,1106- Plug cover broken - Replaced 10/13  Class Rooms: 1005,1106,CR-E, Boys & Girls RR 1100 Bldg., ROTC - Lights out- Replaced  Kitchen - Lights out - Planned 12/13  Multi-Purpose Room - Planned 6/14  CR504- Daisy chain, no cover on floor outlet - Planned 6/14  CR603- Surge protector next to water - removed 9/13  CR1003 - Surge into surge (daisy chain) - Planned 6/14
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	500 Bldg. - Drinking fountains not working - Repaired 10/13 603 - Eye wash blocked - Moved/Cleared 9/13 Boys Locker Room - Restrooms - Hand dryer not working, urinal flow, flush valve leak - Repaired 10/13 Girls Locker Room - Shower leaking - Repaired 11/13 Boys Restroom 1000 Bldg.- Missing toilet seat - Replaced 9/13
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Team Room - Potential mold - Removed/inspected/repaired 10/13
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Main Office, CR503,CR-F, CR1102 - Ceiling tile stained- Inspected/repaired 10/13 CR1105- Ceiling tiles stained - Inspected/repaired 11/13 ROTC- Ceiling tile loose - Repaired 10/13

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	CR504- Adjust door closure - Replaced 11/13 Music Room - Adjust doors - Repaired 2/11/14.

#### Overall Facility Rate

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

## VII. Teachers

#### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	39	41	52	212
Without Full Credential	3	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	---

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	4	1	0
Total Teacher Misassignments	4	1	2
Vacant Teacher Positions	0	1	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.6	4.4
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.3	1.7
Low-Poverty Schools in District	0.0	0.0

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** October 9, 2013

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/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own 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 - 2013. 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 - 2013. 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 - 2013. 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%
<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 - 2013. All textbooks are state-adopted and standards-based. 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	2012- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2013. All textbooks are state-adopted and standards-based. 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 - 2013. All textbooks are state-adopted and standards-based. 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 - 2013. All textbooks are state-adopted and standards-based. Art 1-2-3-4- "Art in Focus", Glencoe/McGraw-Hill; Photography - "Photography - Ninth Edition, Pearson/Prentice Hall.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	1998- All students have complete access to Science Laboratory Equipment.	Yes	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$6,529	\$2,413	\$4,116	\$52,627
<b>District</b>	---	---	\$4,570	\$61,090
<b>Percent Difference: School Site and District</b>	---	---	-10%	-13%
<b>State</b>	---	---	\$5,537	\$63,166
<b>Percent Difference: School Site and State</b>	---	---	N/A	-22%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.



### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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#### Type of services funded

Soledad High School Students benefit from the following specialized services:

21st Century Program

Special Education

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

Limited English Proficient (LEP)

Economic Impact Aid (EIA)

Title 1

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.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$60,366	\$59,799
Highest Teacher Salary	\$88,134	\$78,044
Average Principal Salary (Elementary)	\$91,008	\$95,442
Average Principal Salary (Middle)	\$99,965	\$98,080
Average Principal Salary (High)	\$101,579	\$106,787
Superintendent Salary	\$130,000	\$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Dropout Rate</b>	7.70	5.30	5.20	7.60	8.40	9.70	16.60	14.70	13.10
<b>Graduation Rate</b>	91.19	91.09	91.16	88.71	85.39	79.22	80.53	77.14	78.73

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
<b>All Students</b>	232	257	418,598
<b>Black or African American</b>	1	1	28,078
<b>American Indian or Alaska Native</b>			3,123
<b>Asian</b>	4	4	41,700
<b>Filipino</b>	4	4	12,745
<b>Hispanic or Latino</b>	213	237	193,516
<b>Native Hawaiian/Pacific Islander</b>	1	1	2,585
<b>White</b>	9	10	127,801
<b>Two or More Races</b>			6,790
<b>Socioeconomically Disadvantaged</b>	211	232	217,915
<b>English Learners</b>	109	123	93,297
<b>Students with Disabilities</b>	20	22	31,683

### Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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CTE Programs Offered at Soledad High School:

#### Agriculture and Natural Resources

1. Animal Science
2. Agriscience
3. Other Agriculture

#### Building Trades and Construction

1. Woodworking

### Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	1151
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	70.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	22.0

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	4	---
Science		---
Social Science	2	---
All courses	9	2.8

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Soledad High School staff members participate in five full days of training each school year. Teachers at the high school participate in common core standards trainings, and Explicit Direct Instruction (EDI). For the last four years, the topics have been as follows: 2005-06: 1. WASC Accreditation 2. Step-Up-To-Writing 3. Student Achievement 4. Effective Instruction and Student Motivation 5. Vertical Teams 2006-2007 1. Step-Up-To-Writing 2. Student Achievement 3. Effective Instruction and Student Motivation 4. Vertical Teams 2007-2008 1. SALT training 2. Bookwalks Marzano 3. ELD 4. CAPP Teacher Leadership 5. WASC 6. English Language Arts 7. Mathematics-Algebraic Thinking 8. Power Point I, II, and III 9. Professional Learning Communities 10. Microsoft Word I & II 11. Student Engagement 2008-2009 1. Explicit Direct Instruction Gradual Release of Responsibility Model 2. Bell Sentence Framing 3. Professional Learning Community 4. Marzano 5. WASC 6. ELD 7. CAPP Teacher Leadership 8. District Staff Development 9. Teachscape Benchmark Assessments In addition, early release days for staff development is held every Thursday afternoon for 90 minutes. These small learning communities discuss an array of instructional and assessment matters; for example, training follow-ups, curriculum and instruction, assessments, SDAIE strategies, standardized test-preparation and technology training. Every third Monday is devoted to one hour of after school Professional Learning Communities. The last Wednesday of the month an afterschool staff development is dedicated to Gradual Release of Responsibility.