

Soledad High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <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., 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.

About This School

Contact Information (Most Recent Year)

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
Web Site	shs.soledadusd.org
Grades Served	9-12
CDS Code	27-75440-2730190

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

School Description and Mission Statement (Most Recent Year)

Vision

The **vision** of Soledad High School is to inspire all students to become life long learners who passionately pursue constructive opportunities as global citizens.

Mission

The **mission** of Soledad High School is to challenge students in a rich and rigorous learning environment that prepares students for college and career readiness while opening doors for growth, opportunity, and global citizenship.

Student Learning Outcomes

Strength and Academic Excellence in:
Pursuing College and Career Goals

- Develop and apply problem solving and critical thinking skills
- Present information effectively

Expressing creativity in a variety of areas

Honor and Ethical Responsibilities in:

Learning

- Use technology appropriately and successfully
- Be accountable and reflective learners

Service through Global Citizenship

- Contribute to school culture
- Work collaboratively
- Understand issues of local, state, and international importance

Soledad High School Facilities were built in three phases. The first phase which opened in August 1999 included four 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. Each classroom building has four traditional classrooms and two labs. The labs have different purposes depending upon student need.

We have one computer lab used for graphic arts, one for computer science, and for class drop-in use and before and after school tutoring. Four modular buildings were added in 2015 as a result of the growing student body. We currently have just under 1,500 students.

If funding is available, we look forward to a new science building in partnership with local a local community college for the opening of the 2016-2017 school year.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 8	1
Grade 9	386
Grade 10	378
Grade 11	321
Grade 12	342
Total Enrollment	1,428

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	1.3
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.1
White	2.7
Two or More Races	0.3
Socioeconomically Disadvantaged	90.7
English Learners	24.9
Students with Disabilities	8.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	54	47	48	181
Without Full Credential	1	6	11	34
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	2	1	0
Vacant Teacher Positions	3	0	1

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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.5	8.5
All Schools in District	92.4	7.6
High-Poverty Schools in District	92.4	7.6
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: July & August, 2015

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
Reading/Language Arts	1998 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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%
Mathematics	2008 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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%
Science	*1998, 2005, 2007-All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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	3.11% Corrected on 9/10/15

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	*1998-2001, 2008 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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%
Foreign Language	2012- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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	.006% Corrected on 9/4/15
Health	2015 - All students are provided an ebook and the teachers have classroom sets. Instructional material as determined by verification from Aeries Database - 2015. All textbooks are state-adopted and standards-based. Glencoe Health	Yes	0%
Visual and Performing Arts	*1999-2007- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2015. 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%
Science Laboratory Equipment (grades 9-12)	1998- All students have complete access to Science Laboratory Equipment.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Soledad High School is in its 14th school year of operation. The school has more than 60 classrooms, including four computer labs, three 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, and another four portable buildings were added during the summer of 2015. Soledad High School's 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. As our student population grows each year and we are currently just under 1,500 students we look forward to adding new buildings in the near future.

All classrooms at Soledad High School are connected to a local area network with Internet access.

Soledad High School benefits from having as its school library the Monterey County free branch and includes an additional computer lab of 16 computers.

All teachers have MacBook Air computer work stations and ipads. All students have ipads.

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. Classrooms and restrooms are cleaned regularly.

One assistant principal works with a lead 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 8/28/15. Facilities inspection was done on 7/16/15.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/16/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Administration building- flooring needs to be replaced. Old carpet removed & new carpet was installed on 7/24/15.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Boys RR 600 Building - Repair hole in interior wall. Hole repaired & new portion of FRP installed on 7/24/15. Boys RR 1000 Building- Urinal leaking. New coupler was installed on 7/20/15.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/16/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 7/16/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	49	28	44
Mathematics	15	19	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	300	94.0	21	27	37	13
Male	11		156	48.9	26	29	30	13
Female	11		144	45.1	15	24	44	13
Black or African American	11		1	0.3	--	--	--	--
Asian	11		1	0.3	--	--	--	--
Filipino	11		5	1.6	--	--	--	--
Hispanic or Latino	11		278	87.1	21	28	37	12
White	11		12	3.8	33	8	33	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		2	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		257	80.6	23	28	35	12
English Learners	11		55	17.2	75	16	2	0
Students with Disabilities	11		20	6.3	70	15	0	0
Students Receiving Migrant Education Services	11		5	1.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	319	301	94.4	57	24	12	4
Male	11		159	49.8	62	19	11	6
Female	11		142	44.5	51	30	13	1
Black or African American	11		1	0.3	--	--	--	--
Asian	11		1	0.3	--	--	--	--
Filipino	11		5	1.6	--	--	--	--
Hispanic or Latino	11		279	87.5	57	24	11	4
White	11		12	3.8	58	42	0	0
Two or More Races	11		2	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		256	80.3	59	24	11	3
English Learners	11		54	16.9	91	4	0	0
Students with Disabilities	11		19	6.0	79	11	0	0
Students Receiving Migrant Education Services	11		5	1.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	38	30	51	48	41	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	30
Male	30
Female	29
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	0
English Learners	2
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

CTE Programs Offered at Soledad High School:

Soledad High School aims for 100% of students to graduate college and/or career ready and to have completed A-G requirements for entry into CSU and UC schools.

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

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

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

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

Career Technical Education Participation (School Year 2014-15)

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

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.3
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	24.63

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	47	46	39	46	45	39	57	56	58
Mathematics	49	52	44	48	51	43	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	61	23	16	57	30	13
All Students at the School	61	23	16	56	31	13
Male	69	19	12	59	28	13
Female	52	27	21	53	33	13
Hispanic or Latino	61	23	16	58	30	12
Socioeconomically Disadvantaged	63	22	15	58	30	12
English Learners	100			90	10	
Students with Disabilities	94	6				

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.80	37.00	45.50

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

Our school is in the sixth year of our WASC, Western Association of Schools and Colleges, self-study, an ongoing process. We have parent and community focus groups to inform, discuss, and provide input regarding the school's organization, curriculum, instruction, school environment and culture. We look forward to a positive visit in April of 2016 from the WASC visiting committee.

We have monthly Student of the Month recognition assemblies to honor at least 70 students for their hard work, study habits, and academic achievement.

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 monthly and dates are posted on the school website.

Athletic Boosters

Athletic boosters 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.

FFA Boosters

The Future Farmers of America, FFA, parent booster organization supports our FFA program and students and is an opportunity for parents to work with students and staff to benefit students and the community.

Parent Teacher Conference Nights (PTCs)

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

Back to School Night (BTSN)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.20	4.00	7.50	9.70	6.50	11.90	13.10	11.40	11.50
Graduation Rate	91.16	89.74	90.07	79.22	83.99	79.60	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	88.16	81.3	84.6
Black or African American	100	50	76
American Indian or Alaska Native	100	100	78.07
Asian	66.67	66.67	92.62
Filipino	100	100	96.49
Hispanic or Latino	87.54	80.65	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100	92.86	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	83.33	71.43	61.28
English Learners	56.7	51.56	50.76
Students with Disabilities	86.94	78.57	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.48	4.25	4.28	7.45	3.81	3.18	5.07	4.36	3.80
Expulsions	0.43	0.07	0.00	0.16	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

INCIDENT COMMAND SYSTEM (ICS) FROM SCHOOL SITE LEVEL

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

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

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

General:

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

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

Age of School/Buildings:

Soledad High School Facilities were built in two phases. The first phase which opened in August 1999 included 4 classroom buildings, a multi-purpose room attached to a large gym and athletic facilities, an administrative office building and a large library built for combined use as the high school library and community library for Soledad. In 2001, three other classroom buildings were completed along with a dedicated building for a NJROTC program. Each classroom building has four traditional classrooms and two labs. The labs have different purposed uses depending on their location.

We currently have over 60 classrooms and look forward to adding a science building to suit the needs of our constantly growing student population.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	27	14	19	18	24	16	27	14	25	21	29	19		
Mathematics	30	9	12	20	28	10	16	19	28	11	21	20		
Science	31	4	17	14	30	5	17	13	28	8	10	16		
Social Science	32	5	4	22	30	5	9	20	25	14	15	16		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	375
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.58	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5447.32	2462.53	2984.79	61,796
District	N/A	N/A	4882.54	\$65,288
Percent Difference: School Site and District	N/A	N/A	-38.9	-5.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-44.2	-5.3

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

Types of Services Funded (Fiscal Year 2014-15)

Type of services funded

Soledad High School Students benefit from the following specialized services:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,729	\$40,379
Mid-Range Teacher Salary	\$64,861	\$62,323
Highest Teacher Salary	\$94,191	\$81,127
Average Principal Salary (Elementary)	\$94,648	\$99,192
Average Principal Salary (Middle)	\$103,963	\$91,287
Average Principal Salary (High)	\$105,642	\$112,088
Superintendent Salary	\$150,000	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	5	N/A
All courses	13	.6

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Soledad High School is focused on goals in our Single Plan for Student Achievement and our Local Control Accountability Plan.

Staff development is delivered during the school day during district provided directive time, after school during the weekly early student release day, during staff meetings, and during non-student days.

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

Teachers meet to collaborate three times weekly minimum. The focus is interdisciplinary teaming, building small school academies, and focus groups for our Western Accreditation for Schools and Colleges self- study and WASC visiting team’s accreditation visit.

Teachers have participated in three full day trainings of Adaptive-Schools strategies. These professional development days are engaging and model effective teaching strategies to increase student learning in the form of active participation and student engagement.

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

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

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