

# Soledad High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Soledad High School
<b>Street</b>	425 Gablian Drive
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831-678-6400
<b>Principal</b>	Jeffery James
<b>E-mail Address</b>	<a href="mailto:jjames@soledad.k12.ca.us">jjames@soledad.k12.ca.us</a>
<b>Web Site</b>	<a href="http://shs.soledadusd.org">shs.soledadusd.org</a>
<b>CDS Code</b>	27-75440-2730190

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
E-mail Address	tvanoli@soledad.k12.ca.us
Web Site	<a href="http://www.soledadusd.org">http://www.soledadusd.org</a>

### School Description and Mission Statement (School Year 2017-18)

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#### 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 2017-2018 school year.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	401
Grade 10	387
Grade 11	351
Grade 12	326
<b>Total Enrollment</b>	<b>1,465</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0.8
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.3
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	87.2
English Learners	20.2
Students with Disabilities	10.1
Foster Youth	0.3

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	56.5	58	198
Without Full Credential	11	8	3	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: June & July, 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database -June 2017. All textbooks are state-adopted and standards-based. English 9-12: California Collections 2017 - Program 2 with ELD published by Houghton Mifflin Harcourt. Intervention 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD for Grades 9.	Yes	0%
<b>Mathematics</b>	2013- Integrated Math One Secondary Mathematics - Published by Math Vision Project. 2014- Integrated Math Two Secondary Mathematics - Published by Math Vision Project. 2016- Integrated Math One and Two Honors Secondary Mathematics, Integrated Math Three and Integrated Math Three Honors - Published by Math Vision Project. All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - June 2017. 2014- AP Statistics: The Practices of Statistics - Published by MPS. 2015- AP Edition Calculus of a Single Variable 10e - Published by Cengage.	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 - June 2017. 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. 2011- Anatomy and Physiology- McGraw-Hill Education Group, The Biological Approach AgriScience, 4th Edition, Cengage.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	*1998-2001, - All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - June 2017. 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. 2008- AP Government in America 13th Edition- Published by Addison, Wesley, Longman, 2014- America's History AP - Published by MPS.	Yes	0%
<b>Foreign Language</b>	2011 and 2012- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2017. 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. Abriendo Paso Gramatica and Abriendo Paso Temas y Lecturas, Abriendo Paso Lectura - Pearson Education, Inc., Abriendo Puertas: Tomo 1 and Abriendo Puertas Tomo 2 - McDougal Littell	Yes	0%
<b>Health</b>	2015- All students are provided an e-book and the teachers have classroom sets. Instructional material as determined by verification from Aeries Database - June 2017. All textbooks are state-adopted and standards-based. Glencoe 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 - June 2017. 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%

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

Soledad High School is in its 19th //chool 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 meets current needs. 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 forwarding 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 completed on 9/8/2017 and Facilities inspection was done on 4/14/2017.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)				
Year and month of the most recent FIT report: 04/14/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boy's RR A/C vent is broken- Repaired 8/22/17 Snack Bar Exhaust fan cover is missing- Repaired 8/22/17

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 04/14/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Principal Water stain ceiling tiles at entry-repaired 9/21/17 Office 1 Water stain ceiling tiles-repaired 9/21/17 Office 1 Water stain ceiling tiles in hallway-repaired 9/21/17 Office 2 Water stain ceiling tiles-repaired 9/21/17 Attendance Office Water stain ceiling tiles-repaired 9/21/17 Book Storage Water stain ceiling tiles -Repaired 8/25/17 Text Book Water stain ceiling tiles- Repaired 9/21/07 Comp Lab Water stain ceiling tiles- repaired 0921/2017 Librarian Office Water stain ceiling tiles in hallway-Repaired 9/21/17 Workroom Water stain ceiling tiles throughout-Repaired 9/21/17 RM 402 Carpet has waves, worn at whiteboard, trip hazard RM 403 Carpet has waves, worn RM 407A Water stain ceiling tiles- Repaired 9/21/17 RM 404 Carpet has waves, trip hazard Kitchen Ceiling tile is missing at serving line-Repaired 6/20/17 Band Room Carpet has waves, trip hazard Band Room Ceiling tile is loose Gym Ceiling tiles are loose- Repaired 8/22/17 Gym Ceiling tiles have holes- Repaired 8/22/17 Boy's Locker Room Locker are broken, injury hazard-Repaired 8/10/17 Storage Area Water stain ceiling tiles-Repaired 9/21/17 Testing A/B Office Carpet is torn and worn Testing A/B Office Water stain ceiling tiles in hallway- Repaired 9/21/17 RM 602 Rubber molding is missing on wall-Repaired 8/8/17 RM 503 Water stain ceiling tiles- Repaired 9/21/17 RM 503 Ceiling tile is cracked- Repaired 8/8/17 RM 503 Men's RR Floor tiles are cracked at entry RM 305 Carpet has waves, torn, trip hazard RM 306 Water stain ceiling tiles above clock-Repaired 9/21/17 RM 306 Carpet has waves and worn, trip hazard Bldg 1000 / RM 1006 Water stain ceiling tiles-Repaired 9/21/17 RM 1102 Water stain ceiling tiles- Repaired 9/21/17 P-G Water stain ceiling tiles- Repaired 9/21/17 P-G Carpet is stained and worn

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 04/14/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				P-F Water stain ceiling tiles- Repaired 9/21/17 P-F Carpet is stained and worn P-1 / Transition Center Water stain ceiling tiles- Repaired 9/21/17 Girl's RR Floor has holes, trip hazard 4 Interior Surfaces Playroom Ceiling tile has hole- Repaired 8/1/17 RM 1104 Slip resistant carpet needed at doors PN Paint on wall 4 Interior Surfaces RM 502 Water stain ceiling tiles- Repaired 9/21/17 RM 506 Water stain ceiling tiles Boy's RR Soap dispenser cover is missing- Repaired 8/10/17
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X	X		P-L Exterior light is not working- Repaired 8/11/17 P-K Exterior light is not working- Repaired 8/14/17 P-J Exterior light is not working- Repaired 8/11/17 P-A Outlet cover is missing- Repaired 8/10/17 Library Light cover is missing, exposed wires RM 404 Outlet cover is missing on floor Kitchen Exposed wires at serving line- Repaired 6/20/17 Band Room Light panel is out- Repaired 8/17/17 Snack Bar Light sensor cover is missing in lobby area-Repaired 8/22/17 Boy's Locker Room Outlet cover is broken above door- Repaired 6/20/17 RM 706 Outlet cover is hanging on wall, exposed wires- Repaired 6/23/17 Women's RR Water stain in light diffuser Staff RR Light diffuser is missing- Replaced 9/13/17 Girl's RR Fan is rattling very loud- Repaired 9/13/17 RM 304 Surge into surge (daisy chain) RM 702 Surge into surge (daisy chain)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Staff Room Drinking fountain is not working in hallway-Repaired 9/21/17 Boy's RR 1st urinal not working- Repaired 8/10/17 MPR Boy's Counter top chipped



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 04/14/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Bldg 1000 / RM 1006 Paint is chipping on door- Repaired 8/9/17 Men's RR Fire extinguisher is missing in hallway- Repaired 8/9/17 Men's RR Paint is chipping on partition- Repaired 8/9/17 RM 1001 Paint is chipping on door- Repaired 8/9/17 Men's RR Paint is chipping on partition- Repaired 8/9/17 P-E Paint is chipping on skirting- Repaired 8/9/17 P-D Paint is chipping on skirting- Repaired 8/9/17 P-C Paint is chipping on skirting- Repaired 8/9/17 P-B Paint is chipping on skirting- Repaired 8/9/17 P-A Paint is chipping on skirting- Repaired 8/9/17 P-1 / Transition Center No skid paint is peeling on ramp- repaired 8/9/17 RM 705 Food stored in bio hazard frig RM 503 Paint is chipping on door- Repaired 8/9/17 Men's Restroom Paint is chipping on partition, stall doors- Repaired 8/9/17 Bldg 300 / RM 301 Paint is chipping on doors- Repaired 8/9/17 RM 302 Paint is chipping on doors- Repaired 8/9/17 RM 604 Storage Missing fire extinguisher- Installed 8/22/17 RM 502 Paint is chipping on door- Repaired 9/21/17 Women's RR Paint is chipping on ceiling Testing A/B Office Paint is chipping on door- Repaired 8/22/17 Boy's RR Paint is chipping on stall door- Repaired 8/9/17 Girl's Locker Room Paint is chipping on door- Repaired 8/9/17 Boy's Locker Room Fire extinguisher cabinet is bent / broken RM 405 Paint is chipping on door- Repaired 8/8/17 RM 406 Paint is chipping on door- Repaired 8/9/17 RM 404 Paint is chipping on door- Repaired 8/9/17
<b>Structural:</b> Structural Damage, Roofs	X			P-E Dry rot on siding- Repaired 7/26/17 Weight Room Holes in siding- Repaired 7/25/17

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/14/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin Area Lock sticks on main entry doors, will not open properly-Repaired 6/30/17 Library Door will not open, close properly & lock sticks- Repaired 8/8/17 Weight Room Plaster is broken on windows- Repaired 7/21/17 Boy's Locker Room Door handle is broken at east exit RM 702 Rusted hole in door- Repaired 9/21/17 RM 703 Weather stripping is bent at base of door- Repaired 7/24/17 Boy's RR Stall door is bent- Repaired 8/9/17 RM 705 Door is rusted with holes-Repaired 9/21/17 RM 706 Door is rusted with holes- Repaired 9/21/17 Girl's RR Stall door is bent- Repaired 7/25/17 RM 603 Rusted spots in door- Repaired 9/21/17 RM 602 Rust spots on door- Repaired 9/21/17 RM 601 Door is rusted with holes- Repaired 9/21/17 RM 1105 Door lock sticks, will not open properly- Repaired 8/22/17 P-B Window screen is torn- Repaired 8/29/17 P-A Window screen is torn- Repaired 8/29/17 FFA Flies, urine, fecal matter and rats Library Trip hazard at asphalt cement seam at entry-Repaired 7/14/17

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

Year and month of the most recent FIT report: 04/14/2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	47	32	32	48	48
Mathematics (grades 3-8 and 11)	16	7	20	18	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	336	96.55	46.73
Male	164	160	97.56	37.5
Female	184	176	95.65	55.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	325	314	96.62	44.9
White	12	11	91.67	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	297	287	96.63	43.9
English Learners	94	90	95.74	7.78
Students with Disabilities	24	20	83.33	20
Students Receiving Migrant Education Services	11	11	100	27.27
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	338	97.41	6.53
Male	164	160	97.56	6.88
Female	183	178	97.27	6.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	324	316	97.53	6.67
White	12	11	91.67	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	296	289	97.64	6.25
English Learners	93	90	96.77	0
Students with Disabilities	24	21	87.5	0
Students Receiving Migrant Education Services	11	11	100	18.18
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30	24	41	32	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

CTE Programs Offered at Soledad High School:

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

We have a Health Occupations program focusing upon Dental Assistants, a Culinary Program, a Construction Pathway, and three separate pathways in our Agricultural Academy.

We have a NJROTC program that serves over 200 students each year and many graduates pursue a military career after graduating from Soledad High School

In addition, Soledad High School has adopted an academy model to better serve our students. 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 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	33.1

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5	34.3	35.4

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 State priority: Parental Involvement (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 (School Year 2017-18)

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

Our school has recently completed their WASC (Western Association of Schools and Colleges) self-study, and received a six year accreditation. A large factor in this was the WASC parent group working with staff and helping to drive the instructional program on our campus. This parent group has transitioned into the Aztec Parent Group which meets monthly to discuss programs and make classroom visits.

#### 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.

#### 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 four times a year 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 (FFA)

The FFA parent booster organization supports our Agricultural 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.5	9.3	3.9	11.9	10.6	4.1	11.5	10.7	9.7
Graduation Rate	90.07	87.14	94.1	79.6	85.2	93.4	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.71	98.4	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.41	98.29	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	63.9
English Learners	70.91	73.33	55.44
Students with Disabilities	100	100	85.45
Foster Youth	0	0	68.19

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.3	5.3	6.1	3.2	3.9	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

#### 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 include: 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. This year, Soledad Unified School District and the Soledad Police Department entered into an agreement to place a School Resource Officer in the community who works with the high school staff and students.

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 members of the Instructional Leadership Team to participate in Active Shooter training. 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.

**Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2003-2004	2007-2008
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	62.5

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



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

Subject	2014-15				2015-16				2016-17			
	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	25	21	29	19	27	14	32	15	29	9	23	22
Mathematics	28	11	21	20	29	7	22	20	31	4	18	23
Science	28	8	10	16	32	2	13	14	30	3	17	16
Social Science	25	14	15	16	27	8	15	16	29	6	19	12

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 2016-17)

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)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	1.2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,785.00	\$924.00	\$4,861.00	\$65,000
District	N/A	N/A	\$10,495	\$67,532
Percent Difference: School Site and District	N/A	N/A	-53.7	-3.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-26.1	-6.7

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

### Types of Services Funded (Fiscal Year 2016-17)

#### 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,942	\$44,144
<b>Mid-Range Teacher Salary</b>	\$68,143	\$69,119
<b>Highest Teacher Salary</b>	\$98,957	\$86,005
<b>Average Principal Salary (Elementary)</b>	\$101,348	\$106,785
<b>Average Principal Salary (Middle)</b>	\$106,971	\$111,569
<b>Average Principal Salary (High)</b>	\$130,051	\$121,395
<b>Superintendent Salary</b>	\$187,200	\$178,104
<b>Percent of Budget for Teacher Salaries</b>	30%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>		N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	2	N/A
<b>Science</b>	1	N/A
<b>Social Science</b>	2	N/A
<b>All courses</b>	8	17.7

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**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 Rigorous Reading 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.