



Soquel High School

401 Old San Jose Rd. • Soquel, CA 95073-2213 • (831) 429-3909 • Grades 9-12
Greg O'Meara, Principal
gomeara@sccs.net
soquel.sccs.net

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Cruz City Schools
133 Mission Street, Suite 100
Santa Cruz, CA 95060
(831) 429-3410
www.sccs.net

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School Description

Soquel High School is a comprehensive public high school located in Soquel, California that educates 1,080 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed supporting all Knights so they can achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

After a comprehensive self study of curricular programs, Soquel received a maximum accreditation term of six (6) years by the Western Association of Schools and Colleges. Soquel will host a mid-term (3 year) Accreditation visit during the 2020-2021 school year as part of the six year accreditation.

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

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

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

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

Soquel High School Mission Statement:
Educate - Engage - Empower

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

Soquel High School Values:

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

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	343
Grade 10	314
Grade 11	247
Grade 12	269
Total Enrollment	1,173

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	1.4
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.1
White	52.9
Two or More Races	5.8
Socioeconomically Disadvantaged	34.1
English Learners	4
Students with Disabilities	8.8
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 for Soquel High School	17-18	18-19	19-20
With Full Credential	52	48	47
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	4	2	2

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Soquel High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Soquel High, constructed in 1962, sits on a 49 acre lot and has three main classroom buildings, each with a courtyard in the center. In addition to the three main classroom buildings, the site has a multipurpose room used as a cafeteria and performance space, several shop buildings for CTE pathway classes (wood, auto, metal), a sustainable agriculture demonstration farm with a variety of plants and animals, and an athletic gymnasium with practice space. A new pool was completed in 2018-2019 using bond revenue. Future projects using bond money include modernization of all classrooms, removing portable classrooms, expanding and renovating the library, and replacing doors/windows/plumbing, and major infrastructure.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/07/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 311: BLIND MISSING BY DOOR RM 313: BOOKSHELF, WOOD AND METAL CABINET NOT ANCHORED DOWN RM 206: NO BRAILLE ROOM NUMBER, SEVEN MISSING WALL TILES RM 207: TWO METAL CABINETS NEED TO BE ANCHORED DOWN RM 212: BRAILLE SIGN TOO HIGH RM 210: BRAILLE SIGN TOO HIGH RM 209: METAL CABINET NEEDS TO BE ANCHORED DOWN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	RM 320: ONE LIGHT FIXTURE NEEDS TO BE SIGNED BOYS LOWER RESTROOM: ONE LIGHT FIXTURE NOT WORKING RM 317: SEVERAL LIGHT FIXTURES NOT WORKING RM 311: SEVERAL LIGHT FIXTURES NOT WORKING RM 313: SEVERAL LIGHT FIXTURES NOT WORKING RM 201: SIX LIGHT BULBS NEED TO BE REPLACED RM 203: FOUR LIGHT BULBS NEED TO BE REPLACED RM 202: SIXTEEN LIGHT BULBS NEED TO BE REPLACED

		RM 204: TWELVE LIGHT BULBS NEED TO BE REPLACED RM 209: LIGHT FIXTURE NOT WORKING RM 310: TELEPHONE NOT WORKING RM 314: NO PHONE RM 306: NO PHONE RM 311: NO PHONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	METAL SHOP: TOILET CLOGGED GIRLS LOWER RESTROOM: HANDICAP STALL TOILET LEAKS / ONE SINK CLOGGED BOYS LOWER RESTROOM: HANDICAP TOILET LEAKS MENS RESTROOM: FIRST SINK FAUCET NOT WORKING / THIRD SINK FAUCET LOOSE GIRLS RESTROOM: FIRST TOILET WATER NEEDS TO BE ADJUSTED
Safety: Fire Safety, Hazardous Materials	Poor	AG ROP: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 601: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 602: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 503 WOODSHOP: FIRE EXTINGUISHER NEEDS TO BE SIGNED METAL SHOP: TWO FIRE EXTINGUISHERS NEED TO BE SIGNED HALL 316-323: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 321: NO FIRE EXIT SIGN POSTED RM 323: NO FIRE EXIT SIGN POSTED RM 308: NO FIRE EXIT SIGN POSTED RM 311: NO FIRE EXIT SIGN POSTED RM 307: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 305: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 314: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 306: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 222: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 223: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 215: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 213: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 201: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 203: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 202: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 204: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 205: FIRE EXTINGUISHER NEEDS TO BE SIGNED 401 MUSIC RM: FIRE EXTINGUISHER NEEDS TO BE SIGNED MRP: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		BIG GYM: FOUR FIRE EXTINGUISHER NEEDS TO BE SIGNED UPPER GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 212: FIRE EXTINGUISHER NEEDS TO BE SIGNED
Structural: Structural Damage, Roofs	Good	AG ROP: TWO CEILING TILES MISSING RM 602: SOME CEILING TILES MISSING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	71	60	64	50	50
Math	27	41	41	46	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.8	20.7	47.0

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	234	98.32	70.51
Male	132	128	96.97	62.50
Female	106	106	100.00	80.19
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.00	63.64
White	128	124	96.88	75.00
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	80	80	100.00	58.75
English Learners	--	--	--	--
Students with Disabilities	16	16	100.00	25.00
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	229	96.22	41.05
Male	132	126	95.45	38.10
Female	106	103	97.17	44.66
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.00	35.23
White	128	119	92.97	43.70
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	80	77	96.25	31.17
English Learners	--	--	--	--
Students with Disabilities	16	16	100.00	12.50
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Family Involvement:

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

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

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

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive Safety Plan (CSP) for 2019-2020 was reviewed by our School Site Council on January 23, 2019. The safety plan will also be reviewed and updated during our School Site Council meeting on January 29, 2020.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	3.6	6.5
Expulsions Rate	0.2	0.3	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.2	4.1
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	335.1

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	1.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	12	26	7	26	9	31	5	25	13	26	8
Mathematics	26	9	15	14	29	7	16	14	29	8	17	14
Science	31		19	6	31		16	8	29	3	20	4
Social Science	29	5	13	12	26	7	14	6	28	1	25	4

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Outlined in the 2019-2020 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers. The January 6, 2020 Professional Development Day will include a formidable emphasis on the best practices of Restorative Justice. Additionally, staff will be offered multiple "Breakout" sessions in the area of Essential Skills for Post Secondary Success, GOOGLE Technology, and School Culture and Climate. Later in 2020 (March 6, 2020) another full day of professional development will be offered. This session will include a crucial staff training in the area of suicide awareness. This comprehensive training will include best practices and protocols for suicide awareness, prevention, intervention, and postvention.

Additionally, teacher leaders facilitate weekly professional learning during department Professional Learning Communities (PLC)+5. PLC work includes: Revising and developing pacing guides, identifying priority standards, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students. The Soquel High School Staff has adopted ten (10) School-wide Expectations (Tier I) : 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily class agendas; 4. Posting daily Learning and Language Goals; 5. Utilization of "Bell to Bell" Instruction; 6. Peer Assessments; two observations per year. 7. Supporting struggling students by making contact with parents/guardians for all 'F' grades; 8. Restroom Protocol - only one student out at a time; 9. Caring Relationships - Team-building/Ice-breaker activities at beginning of school

year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior. 10. Attendance and full participation in weekly Professional Learning Communities to Identify what students should be able to do

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,229	\$4,369	\$5,859	\$65,173
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.8	-26.9
School Site/ State	-24.7	-23.7

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

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

Types of Services Funded

Expenditures of state and federal funds are defined by the School Plan for Student Achievement, approved each year by our School Site Council. These funds pay partial salaries of our School Community Coordinator, a Pupil Personnel Services (PPS) credentialed school counselor and also provide funding for teachers to support struggling and under-served students during after school teaching/tutoring sessions. A full time Response to Intervention (RTI) Coordinator is also supported through specific Local Control Funding Formula funding.

Outlined in the 2019-2020 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers.

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

Rate for Soquel High School	2015-16	2016-17	2017-18
Dropout Rate	1.8	1.2	2.8
Graduation Rate	97.7	98.4	96.3

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate	4.2	5.9	10
Graduation Rate	92.5	89.1	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

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

Career Technical Education Programs

Soquel High offers students preparation for the world of work via Career Technical Education (CTE) courses and a career-focused academy. These courses and programs prepare students in career pathways in the areas of "Sustainable Agriculture and Natural Resources", "Public Safety", "Digital Media", "Construction, Manufacturing and Engineering", "Welding Technology", and "Horticulture/Floral Design". In addition to learning hands-on skills, students are required to complete a resume, cover letter and portfolio of their class work. These assignments are supported by our part time CTE school counselor.

In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, while coaches and physical education teachers assist students in exploring careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments that are based on current data on local and national career trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum.

DataQuest

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

Internet Access

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.55

2018-19 Advanced Placement Courses

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	2	N/A
Mathematics	5	N/A
Science	8	N/A
Social Science	7	N/A
All courses	27	31.7

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

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