

Soledad High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Soledad High School
Street	425 Gablian Drive
City, State, Zip	Soledad, CA 93960
Phone Number	831-678-6400
Principal	Jeffery James
Email Address	jjames@soledad.k12.ca.us
Website	shs.soledadusd.org
County-District-School (CDS) Code	27-75440-2730190

Entity	Contact Information
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
Email Address	tvanoli@soledad.k12.ca.us
Website	http://www.soledadusd.org

School Description and Mission Statement (School Year 2019-20)

Vision

The **vision** of Soledad High School is to be the highest rated secondary institution in Monterey County.

Mission

The **mission** of Soledad High School is to develop confident, competent, compassionate leaders.

Student

Learning

Outcomes

Strength Pursuing	and	College	Academic	and	Excellence	in:
-Develop	and	apply	solving	and	Career	Goals
-Present		problem	information		critical	skills
Expressing		creativity	a		thinking	effectively
Honor		and	Ethical		Responsibilities	areas
Learning		technology	appropriately		and	in:
-Use		accountable	and		reflective	successfully
-Be		through			Global	learners
Service		to			school	Citizenship
-Contribute		issues	local,	state,	and	culture
-Work		of	state,	and	international	collaboratively
-Understand		local,	state,	and	international	importance

Soledad High School is a multi-use facility. The Soledad branch of the Monterey County Free Library is part of the school complex and is available for use by both students and the public during regular school hours. Additionally, evening classes for Hartnell Community College are held on the Soledad High School campus, allowing both students and community members can take college classes without driving to Salinas.

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 digital media and one for computer science. All students are provided one-to-one iPads so that technology can be integrated into the learning process. 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	400
Grade 10	352
Grade 11	366
Grade 12	374
Total Enrollment	1,492

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	1
Filipino	1.3
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.2
White	2.7
Two or More Races	0.4
Socioeconomically Disadvantaged	90.5
English Learners	11.8
Students with Disabilities	11.7
Foster Youth	0.2
Homeless	2.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	58	63	62	206
Without Full Credential	3	6	4	18
Teaching Outside Subject Area of Competence (with full credential)	3	1	3	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

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

Year and month in which data were collected: June 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - June 2019. California Collections English for Grades 9-12: Program 2 with ELD published by Houghton Mifflin Harcourt 2017. Intervention 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD Stage C for Grades 9 and CA English 3D Course C by Houghton Mifflin Harcourt for Grades 9-12.	Yes	0%
Mathematics	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 2019. 2014- AP Statistics: The Practices of Statistics - Published by MPS. 2015- AP Edition Calculus of a Single Variable 10e - Published by Cengage.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	*1998, 2005, 2007-All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - June 2019. 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%
History-Social Science	*1998-2001, 2019- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - June 2019. All textbooks are state-adopted and standards-based. 2019 "California World History-The Modern World," "California United States History- The Modern World," "California Magruder's American Government," "California Economics: Principles in Action" published by Pearson. "Economics Today and Tomorrow" Glencoe/McGraw-Hill, "Government in America" 13th Ed. Pearson	Yes	0%
Foreign Language	2011 and 2012- All students are provided an individual textbook or instructional material as determined by verification from Aeries Database - 2019. 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	2015- Glencoe Health Digital Text, All students are provided an e-book and the teachers have classroom sets. Instructional material as determined by verification from Aeries Database - June 2019. 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 - June 2019. 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 20th 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.

All students are housed in classrooms designed for instructional use. 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 workstations and iPads. All students have iPads.

Custodial and maintenance staffs do an excellent job in the upkeep of the high school. Thus, the school has maintained its new look. There are two day custodians and four 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 and the Custodial Coordinator works with the lead custodians 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.

Facilities inspection was done on September 12, 2019.

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

Year and month of the most recent FIT report: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NO FINDINGS

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	<p>Principal Water stain ceiling tiles at entry</p> <p>Room 403 Carpet has waves, worn, trip hazard</p> <p>Room 404 Carpet has waves, trip hazard</p> <p>Band Room Carpet has waves, trip hazard</p> <p>Band Room Ceiling tile is loose</p> <p>Snack Bar Rubber molding is loose on wall in lobby throughout</p> <p>Gym Water stain ceiling tiles at entry to girl's locket room</p> <p>Room 702 Rusted hole in door</p> <p>Room 705 Custodian door is rusted with holes</p> <p>Men's Restroom Floor tiles are cracked at entry</p> <p>Room 305 Carpet has waves, torn, trip hazard</p> <p>Room 501 Trip hazard at asphalt/cement seam</p> <p>Room 507 Paint is chipping on walls</p> <p>Room 1105 Door lock sticks/will not open properly</p> <p>Room 1102 Water stain ceiling tiles outlet cover is missing</p> <p>P Room G Carpet is stained and worn</p> <p>P Room F Carpet is stained and worn</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	NO FINDINGS

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Band Room Light panel is out P Room F Outlet cover is cracked Girl's Restroom by P1 Fan is rattling very loud
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	NO FINDINGS
Safety: Fire Safety, Hazardous Materials	Good	Testing A/B Office Paint is chipping on door Boy's Restroom Paint is chipping on stall door P Room E Paint is chipping on skirting P Room B Paint is chipping on skirting
Structural: Structural Damage, Roofs	Good	Weight Room Holes in siding Room 507 Offices Hole in exterior wall and trim P Room E Dry rot on siding

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Weight Room Plaster is broken on windows Room 702 Rusted hole in door Girl's Restroom Rusted hole in door Boy's Restroom Stall door is bent Boy's Restroom Rust at base of door Room 705 Door is rusted with holes Room 705 Custodian door is rusted with holes Room 706 Door is rusted with holes Room 603 Weather stripping is bent and loose at base of door Room 1105 Door lock sticks, will not open properly P Room F Window does not latch P Room C Window screen is torn P Room B Window screen is torn Bldg. 500 Room 501 Trip hazard at asphalt cement seam
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	41	30	32	50	50
Mathematics (grades 3-8 and 11)	10	8	19	21	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	327	95.06	4.94	40.80
Male	170	163	95.88	4.12	29.01
Female	174	164	94.25	5.75	52.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	326	309	94.79	5.21	40.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	313	298	95.21	4.79	39.39
English Learners	75	69	92.00	8.00	5.80
Students with Disabilities	31	27	87.10	12.90	3.70
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	12	11	91.67	8.33	27.27

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	330	95.93	4.07	8.48
Male	170	165	97.06	2.94	5.45
Female	174	165	94.83	5.17	11.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	326	312	95.71	4.29	7.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	313	302	96.49	3.51	8.28
English Learners	75	71	94.67	5.33	0.00
Students with Disabilities	31	27	87.10	12.90	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	12	11	91.67	8.33	0.00

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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.

Career Technical Education Programs (School Year 2018-19)

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.

CTE Programs Offered at Soledad High School: Health Occupations, Culinary, a Construction Pathway, three separate pathways in our Agricultural program, Floristry, a Video Production pathway, and a Careers in Education program at Soledad High School.

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

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	955
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3

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	99.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	44.44

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	16.2	29.9	37.1

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.

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)

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

Soledad High School has received a six year accreditation from the Western Association of Schools and Colleges (WASC). 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 includes faculty, students, and parents that meet to create, implement and oversee the Single Plan for Student Achievement (SPSA). 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 annually 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.9	2.8	1.5	4.1	3.5	3.2	9.7	9.1	9.6
Graduation Rate	94.1	95.9	97.9	93.4	94.4	93.3	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/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.1	7.1	6.3	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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. 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. This year, all staff were trained in the ALICE active shooter training at the beginning of school. This program has been integrated into our safety plan and provides new guidelines about how each member of the school community should respond in an active shooting. We have followed up this training by sending members of the safety committee to appropriate trainings that are offered throughout the state. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	9	23	22	31	9	11	31	25	21	20	24
Mathematics	31	4	18	23	30	10	13	22	26	17	18	20
Science	30	3	17	16	29	4	17	11	28	9	11	16
Social Science	29	6	19	12	29	10	13	19	24	17	12	21

*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.

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

Title	Ratio
Academic Counselors*	252.9

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	1.2
Other	1.9

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,856.00	\$1,327.00	\$5,529.00	\$67,883.00
District	N/A	N/A	\$5,798.00	\$70,294.00
Percent Difference - School Site and District	N/A	N/A	-4.7	-1.7
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-25.2	-5.0

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 (Fiscal Year 2018-19)

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 Education

Special LCAP funding

Family Resource Specialist Support or Special Coordinator Day Class and Liaison services (SES)

Supplemental Perkins 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

Strong Career Workforce Implementation Grant

Career Technical Education Incentive Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,033	\$46,208
Mid-Range Teacher Salary	\$71,244	\$72,218
Highest Teacher Salary	\$103,460	\$92,742
Average Principal Salary (Elementary)	\$113,743	\$134,864
Average Principal Salary (Middle)	\$108,967	\$118,220
Average Principal Salary (High)	\$139,985	\$127,356
Superintendent Salary	\$220,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All courses	18	16.7

Note: 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)

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

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 as well as specific designation training which occurs off-site. Graduation, A-G course completion rates, benchmark, and other assessment data are used to determine the focus of professional development.

Teachers meet in Professional Learning Communities weekly. The focus is interdisciplinary teaming and focus groups for our Western Accreditation for Schools and Colleges self- study and WASC visiting team’s accreditation visit.

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.