

Soquel High School

401 Old San Jose Rd. • Soquel, CA 95073-2213 • (831) 429-3909 • Grades 9-12

Gail Atlansky, Principal
gatlansky@sccs.net



2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
(831) 429-3410
www.sccs.santacruz.k12.ca.us

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Educational Services**

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School Description

A Message from the Principal: Soquel High School (SHS) was established in 1962 to serve the outlying areas of the Santa Cruz City School District. It is one of seven high schools in Santa Cruz County. Situated near the center of the county, the 40-acre campus is in a beautiful setting overlooking the Monterey Bay. SHS annually sends 97 percent of its surveyed seniors to college. We offer the largest number of Advanced Placement (AP) courses in the district. Our extensive Regional Occupational Program (ROP) includes courses in horticulture, floristry, animal science, sports occupations, criminal justice, cabinetry, construction technology, welding, and graphic design. Our wide range of arts offerings includes instrumental and vocal music, drama, ceramics, drawing, and painting. We offer the Humanities Academy, which provides a rigorous program in English and social studies for academically motivated students. In conjunction with Cabrillo College and ROP, we offer the Green Manufacturing, Engineering, and Construction (gMEC) Academy, which provides students an accelerated program in the industrial arts, designed specifically to help graduates find high-paying jobs in the local economy. In addition to high-quality arts and academic programs, SHS offers a variety of school clubs and an extensive array of athletic opportunities.

Major Achievements

More than 60% of our students scored proficient or above on the ELA (9th, 10th, 11th) CSTs. More than 55% of our students scored proficient or above on the Science (Biology, Chemistry, Physics) CSTs. More than 50% of our students scored proficient or above on the History (World & US) CSTs.

The percent of graduates completing A--G requirements increased from 42% in 2009-10 to 57% in the 2013-14 school year. This accounts for an overall growth of 15%.

Focus for Improvement

As a result of our 2011-12 self-study and visit from the Western Association of Schools and Colleges, we set the following goals for our students: by 2018, 75% of SHS graduates will be college ready, will demonstrate habits essential for success, and will be prepared to enter and succeed in the world of work.

Leadership

Gail Atlansky has four years of experience as a principal. Less than one year (this school year) as principal, three years as assistant principal, and four years as school counselor.

Teachers and administrators take an active role in decision making at our school. The principal meets weekly with the administrative team and monthly with two different teacher leader department groups to address school issues. Administrators, teachers, students, parents/guardians, and support staff serve on the School Site Council (SSC). Administrators meet regularly with our parent and student groups, which include the SSC, the English Language Advisory Committee (ELAC), the Soquel High Fund, and the student council.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 429-3909.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	293
Gr. 10	266
Gr. 11	262
Gr. 12	241
Total	1,062

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	1.4
Hispanic or Latino	34.3
Native Hawaiian/Pacific Islander	0.1
White	56.1
Two or More Races	4.7
Socioeconomically Disadvantaged	31.2
English Learners	5.0
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Soquel High School	12-13	13-14	14-15
Fully Credentialed	46	48	47
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	47
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Soquel High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.95	3.05
Districtwide		
All Schools	88.39	11.61
High-Poverty Schools	81.74	18.26
Low-Poverty Schools	93.97	6.03

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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: December 5, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p> <p>English Yes! - McGraw-Hill Adopted 2012</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 - Houghton Mifflin Adopted 2008</p> <p>Algebra 2 - Houghton Mifflin Adopted 2008</p> <p>Geometry - Houghton Mifflin Adopted 2008</p> <p>Algebra Readiness - Houghton Mifflin Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Houghton Mifflin 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>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2012-13, our track was resurfaced. We had a full solar canopy installed in our lower parking lot (student parking) last year, 2013-14. This year, we upgraded our library's computer technology by purchasing brand new Chrome Boxes.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/17/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				Several cabinets are not anchored to the wall. Fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	62	50	63	64	63	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	57	59	63	58	59	59	54	56	55
Math	33	31	20	42	44	39	49	50	50
HSS	50	50	51	51	49	50	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	6
Similar Schools	1	1	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.0	32.0	36.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	50
Male	44
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	62
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	12	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	33	-2
Native Hawaiian/Pacific Islander			
White	27	7	-8
Two or More Races			
Socioeconomically Disadvantaged	43	37	-3
English Learners	41	21	16
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

The School Site Council, Humanities Academy Support Committee, Soquel Fund, English Learner Advisory Committee, Bond Oversight Committee, sports booster groups, and Soquel Music Foundation offer opportunities for parents/guardians to get involved at Soquel HS. Parents/guardians fundraise, purchase supplies, and volunteer time and energy. Parents/guardians help run the school website and publish our Knight Notes online newsletter.

To become more involved, please call or visit the school office - (831) 429-3909

State Priority: School Climate

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

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

School Safety Plan

SHS maintains a safe, clean, and orderly campus. Our supervisory staff includes the three administrators and two full-time campus supervisors. They are on duty from 7 a.m. to 5 p.m. daily. We review and update our School Safety Plan annually. Visitors to our school must wear a visitor's badge after checking in with the school receptionist. We have established emergency drills, and we practice fire, earthquake, and lockdown procedures. We provide a first-aid kit in each classroom.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	4.0	5.8	3.0
Expulsions Rate	0.0	0.3	0.1
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	353

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.9	26	25	14	10	12	15	19	22	8	14	10
Math	29.1	31	31	4	1	3	11	17	11	13	13	18
Science	30.8	30	29	2	5	3	4	4	12	10	15	8
SS	31.6	31	30	2	4	4	6	8	13	15	15	11

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,915	\$1,296	\$4,618	\$61,179
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-9.2	-12.0
Percent Difference: School Site/ State			-1.5	

Types of Services Funded at Soquel High School

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay the salary of our School Community Coordinator and to a teacher and aides for our after-school Homework Club.

Professional Development provided for Teachers at Soquel High School

Teacher leaders facilitate professional learning each month at staff meetings and professional development afternoons. Our site focus is on developing curriculum maps and using common assessments to inform instruction and improve outcomes for all of our students.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	33	32	35	37	44	18
Male	35	36	29	37	46	17
Female	32	27	41	38	42	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	54	28	18	49	42	9
Native Hawaiian/Pacific Islander						
White	19	35	47	30	45	25
Two or More Races						
Socioeconomically Disadvantaged	57	32	11	54	40	6
English Learners				92	8	
Students with Disabilities	82	18		91	9	
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Soquel High School	2011-12	2012-13	2013-14
English-Language Arts	60	67	67
Mathematics	61	64	63
Santa Cruz City Schools	2011-12	2012-13	2013-14
English-Language Arts	63	64	65
Mathematics	63	65	65
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	92.69	93.26	84.56
Black or African American	60.00	77.27	75.90
American Indian or Alaska Native	100.00	85.71	77.82
Asian	100.00	100.00	92.94
Filipino	100.00	83.33	92.20
Hispanic or Latino	92.42	86.30	80.83
Native Hawaiian/Pacific Islander	0.00	50.00	84.06
White	94.03	97.71	90.15
Two or More Races	90.00	92.86	89.03
Socioeconomically Disadvantaged	82.76	82.09	82.58
English Learners	50.00	55.71	53.68
Students with Disabilities	65.38	68.04	60.31

Dropout Rate and Graduation Rate			
Soquel High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.0	2.0	1.9
Graduation Rate	92.03	91.63	94.81
Santa Cruz City Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	2	♦
Science	4	♦
Social Science	2	♦
All courses	16	1.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	76.67
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	44.83

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	397
% of pupils completing a CTE program and earning a high school diploma	50%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Career Technical Education Programs

Soquel High offers students preparation for the world of work via ROP courses and a career-focused academy. These courses prepare students to travel down the Agriculture, Recreation, Public Safety, Digital Media, Construction, Manufacturing and Engineering career pathways. 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, and coaches and physical education teachers help students explore careers in sports and fitness.