



# Soquel High School

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

Gail Atlansky, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Santa Cruz City Schools

405 Old San Jose Road  
Soquel, CA 95073  
(831) 429-3410  
www.sccs.net

#### District Governing Board

Sheila Coonerty  
Deedee Perez-Granados  
Jeremy Shonick  
Alisun Thompson  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### District Administration

Kris Munro  
**Superintendent**  
Frank Wells  
**Assistant Superintendent  
Educational Services**  
  
Pat Gaffney  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### School Description

The forty-acre Soquel High School campus is located on a plateau in the foothills of this Coastal California community one mile from the shores of Monterey Bay, six miles south of Santa Cruz and forty-five miles north of Carmel. Soquel High is bordered by the confluence of Soquel Creek as it flows to Capitola-By-The-Sea through the wooded surroundings of this campus. Fishing, hiking, bicycling, running, and aquatic sports are all popular pastimes for Soquel families and are reflected in many annual events. Strong as a “commute” community to the employment centers of Monterey, Santa Cruz, Scotts Valley, San Jose and the Silicon Valley, Soquel (a Costanoan Indian word for “place of the willows”) takes pride in its own social and commercial center of Soquel Village with its shops, businesses and recreational areas.

Students at Soquel High School reside in the Soquel Village area, Capitola-By-The-Sea, Live Oak, and parts of Santa Cruz and Scotts Valley. These students come from the Soquel Elementary School District, the Live Oak Elementary School District, the Mountain School District, and Santa Cruz City Schools. Students are served by Cabrillo Community College, University of California at Santa Cruz (UCSC), California State University at Monterey Bay and are in proximity to San Jose State University and many Santa Cruz County Regional Occupational Programs.

Soquel High School is a comprehensive public school with a student population of approximately 1,110 in grades nine through twelve. Soquel offers and affirms a challenging and rigorous academic program leading to graduation as well as surpassing college entrance requirements. Computer research, several career technical education certificate programs articulated with area community colleges and training programs, a vital visual and performing arts department as well as honors and advanced placement courses in thirteen academic areas exemplify the excellence sought by this school. Students from a broad and diverse suburban population come together at Soquel to learn and grow toward their futures

### ACADEMIC OVERVIEW

Class of 2016 survey (217 graduates): 96% plan to continue their higher education of which 35% will attend four-year universities and 61% will attend two-year colleges. Remaining plan to go into the military, trade school, gap year, or work

2015-16 SAT Reasoning Test mean scores: Cr. Reading 534 Math 505 Writing 532 CA: R-495, M-506, W-491. 2015-16 ACT Composite mean scores: 22.3 CA: 22.6

Honors (HN) & Advanced Placement (AP): HN Pre-Calculus/A. Geometry, AP Calculus AB, AP Statistics, Honors English 2, AP English Literature, AP Language and Composition, AP U.S. History, AP US Government & Politics,

AP Spanish, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Environmental Science, AP Studio Art

Cabrillo College - Students may concurrently enroll at the community college

UCSC High School Scholars Program – Qualified seniors may concurrently enroll at the University of California

School Goals for 2016-17: Focus for Improvement

**Academic Goals:**

1. Our A-G completion rates will increase by 2% yearly for traditionally under-represented student populations, specifically Hispanic/Latino, socio-economically disadvantaged, and foster youth.
2. The demographics of our student population will be reflected in our most challenging courses, specifically, our AP, Honors, and gatekeeper A-G courses (Chemistry, Algebra 2, and Spanish 2).

**Culture and Climate:**

1. The posting of daily Learning and Language Goals in every classroom will increase by 5% for the 2016-17 school year.
2. The demographics of our student population will be reflected in ASB Leadership, campus clubs, athletics, theatre productions, and all other extracurricular activities.

**Leadership**

Gail Atlansky has six years of administrative experience. This is her third year as Principal and she spent three years as Assistant Principal of Counseling and Guidance at Soquel High School.

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 business and concerns. 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 Culture and Climate Council.

**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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	350
Grade 10	266
Grade 11	257
Grade 12	220
<b>Total Enrollment</b>	<b>1,093</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	2
Filipino	1.1
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.1
White	56.2
Two or More Races	4.5
Socioeconomically Disadvantaged	35
English Learners	5.6
Students with Disabilities	8.7
Foster Youth	0.3

## 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			
<b>Soquel High School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	47	49	48
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	1	
<b>Santa Cruz City Schools</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Soquel High School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
Teachers of English Learners	0		0
Total Teacher Misassignments	0	1	4
Vacant Teacher Positions	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

2015-16 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
<b>This School</b>	89.5	10.5
<b>Districtwide</b>		
All Schools	72.6	27.4
High-Poverty Schools	63.6	36.4
Low-Poverty Schools	80.0	20.1

\* 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 2016-17)**

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
<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Shining Star - Pearson Adopted 2007  English Yes! - McGraw-Hill Adopted 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Algebra 1 - Houghton Mifflin Adopted 2008  Algebra 2 - Houghton Mifflin Adopted 2008  Geometry - Houghton Mifflin Adopted 2008  Algebra Readiness - Houghton Mifflin Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Biology - Houghton Mifflin Adopted 2007  Chemistry - Pearson Prentice Hall Adopted 2007  Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Magruder's American Government - Pearson Prentice Hall Adopted 2006  Economics: Principles in Action - Pearson Prentice Hall Adopted 2006  The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006  World History: The Modern World - Pearson Prentice Hall Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

Overall rating of the eight categories on the FIT report deems our school 96.91% or in "Good" condition.

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school - Rating is Exemplary.

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated - Rating is Good.

The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site - Rating is Fair.

The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus - Rating is Poor.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			RM 312: BOOKCASE NEEDS TO BE SECURED ON THE BACK WALL
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			BOYS LOCKER ROOM: THE BATHROOM FAN IS NOT WORKING GIRLS RESTROOM: 1 LIGHT BULB OUT / TOILET IS SLOW FLUSHING RM 202: OUTLET ON THE WALL IS NOT WORKING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		GIRLS LOCKER ROOM: TOILET IS LEAKING GIRLS RESTROOM: 1 LIGHT BULB OUT / TOILET IS SLOW FLUSHING MTEAL SHOP: SINK IS LEAKING RM 203: SINK IS LEAKING RM 223: WORK STATIONS 5 AND 9 HAVE LEAKY FAUCETS
<b>Safety:</b> Fire Safety, Hazardous Materials	X			RM 116: FIRE EXTINGUISHER NOT SIGNED
<b>Structural:</b> Structural Damage, Roofs	X			RM 206: RM 321: RM 602: FLOOR TILES ARE BROKEN WOOD SHOP: BUBBLE OF PAINT ON THE CEILING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ADMINISTRATION: DOOR DOES NOT CLOSE PROPERLY RM 117 TEACHER LOUNGE: DOOR DOES NOT OPEN FROM THE HALLWAY
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	71	60	61	60	44	48
Math	35	36	43	45	34	36

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	256	252	98.4	58.7
Male	141	137	97.2	62.8
Female	115	115	100.0	53.9
Hispanic or Latino	98	98	100.0	44.9
White	130	127	97.7	66.9
Two or More Races	16	16	100.0	75.0
Socioeconomically Disadvantaged	95	93	97.9	40.9
English Learners	13	13	100.0	
Students with Disabilities	21	19	90.5	15.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50	63	59	62	70	64	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.5	20.2	46.9

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	224	94.1	60.1
Male	11	117	114	97.4	58.4
Female	11	121	110	90.9	61.8
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	72	67	93.1	42.4
White	11	144	137	95.1	67.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	73	70	95.9	34.3
English Learners	11	--	--	--	--
Students with Disabilities	11	23	17	73.9	11.8
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	238	223	93.7	35.9
Male	11	117	113	96.6	38.0
Female	11	121	110	90.9	33.6
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	72	66	91.7	22.7
White	11	144	137	95.1	40.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	73	70	95.9	20.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	11	--	--	--	--
Students with Disabilities	11	23	17	73.9	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

The School Site Council, Soquel High Parent Fund, English Learner Advisory Committee, District English Learner Advisory Committee (DELAC), district advisory committee (DAC), sports booster groups, and the Soquel Music Foundation offer opportunities for parents/guardians to get involved at Soquel HS and with our district. Parents/guardians fundraise, purchase supplies, and volunteer their time and energy to support our faculty, staff, and students. They also support the school website and publish our weekly online newsletter, Knight Notes.

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

The Comprehensive Safety Plan (CSP) for 2016-2017 was reviewed by our School Site Council in detail on April 14, 2016. Due to the nature of our CSP and inclusion of data related to attendance, the School Site Council was concerned with what some perceived as contradictory data related to attendance. Since the Administration was asking for funding for an increase in a part-time counselor that would be assisting in improving our attendance rates and working our English Learner Advisory Committee (ELAC), our School Site Council requested a postponement of the motion for this funding request until further data could be presented at the May 19th meeting of the Site Council. The Assistant Principal of Student Services prepared a comprehensive look at the attendance data in relationship to the other two comprehensive schools within our District. It was at this time, the apparent contradictory data issue was cleared and the motion for the additional funding for the part-time counselor was approved at the May 19, 2016 meeting.

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. The other location is the District Webpage where 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 of 2015. All of this is seen through the lens of our Culture and Climate Action Plan, which parallels the most current WASC report findings. Our primary goal is to improve the culture and climate at Soquel High and develop and build caring relationships with families and students of our school.



**Suspensions and Expulsions**

School	2013-14	2014-15	2015-16
Suspensions Rate	3.1	0.8	4.2
Expulsions Rate	0.1	0.1	0.7
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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

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	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	372

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	26	26	12	11	11	22	19	19	10	14	14
Mathematics	31	25	25	3	12	12	11	13	13	18	15	15
Science	29	30	30	3	2	2	12	10	10	8	13	13
Social Science	30	29	29	4	3	3	13	14	14	11	12	12

\* 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**

Teacher leaders facilitate professional learning during department Professional Learning Communities. Our site focuses on developing pacing guides, common assessments to inform instruction and uses data cycles (cycles of inquiry) to examine and instructional strategies in order to improve outcomes for all of our students. We have also agreed upon ten School-wide Expectation (Tier I) including: 1. Updating Infinite Campus (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 Agendas; 4. Posting daily Learning and Language Goals; 5. 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. Attend and participate in monthly PLCs.

Teachers leaders are support through monthly teacher leader/administrative meetings where questions and concerns are raised and support and guidance is offered by colleagues and administration. Teachers are also encouraged to attend conferences and trainings; funding for these is paid for by the school site. Teachers leaders also meet with two different professional consultants hired by the district; consultants are Paul Bloomberg from Core Collaboration, and Enid Lee, equity consultant.

FY 2014-15 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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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 Counseling and Attendance Counselor, a PPS credentialed school counselor and also pay for AP/Honors and Gatekeeper A-G (Chemistry, Algebra 2, and Spanish 2) teachers to instruct and support struggling students during after school teaching sessions.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Soquel High School	2011-12	2013-14	2014-15
Dropout Rate	1.90	1.60	1.20
Graduation Rate	94.81	97.13	93.47
Santa Cruz City Schools	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	268
% of pupils completing a CTE program and earning a high school diploma	21.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.44
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	50.4

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,091	\$1,204	\$4,419	\$59,429
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			-13.9	-12.0
Percent Difference: School Site/ State			-22.2	

\* Cells with ♦ do not require data.

2015-16 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	1	♦
Mathematics	2	♦
Science	6	♦
Social Science	2	♦
All courses	17	1.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	90	90	86
Black or African American	50	68	78
American Indian or Alaska Native	0	86	78
Asian	100	97	93
Filipino	100	100	93
Hispanic or Latino	89	84	83
Native Hawaiian/Pacific Islander	100	100	85
White	90	94	91
Two or More Races	93	85	89
Socioeconomically Disadvantaged	48	66	66
English Learners	71	63	54
Students with Disabilities	90	83	78

### **Career Technical Education Programs**

Soquel High offers students preparation for the world of work via ROP/CTE courses and a career-focused academy. These courses prepare students to travel down the Agriculture and Natural Resources, Public Safety, Digital Media, Construction, Manufacturing and Engineering, and Transportation 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. Additionally, our Counseling Department offers career interest inventories and assessments and presents current data on local job trends.

### **DataQuest**

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

### **Internet Access**

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