



Soquel High School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Cruz City Schools

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District Governing Board

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District Administration

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Frank Wells
**Assistant Superintendent
Educational Services**

Patrick Gaffney
**Assistant Superintendent
Business Services**

Molly Parks
**Assistant Superintendent
Human Resources**

School Description

Soquel High School is a comprehensive public high school located in Soquel, California that educates over 1,100 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed supporting all Knights so they can achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

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

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

Soquel High's demographic data is similar to Santa Cruz County as a whole. In the 2016-2017 school year, 56.7% of students identified as white and 35.1% of students identified as Hispanic or Latino. 20.5% of our students are English Language Learners (ELL) or Redesignated Fluent English Proficient (RFEP). 26.5% of students are socioeconomically disadvantaged. 7% are part of our Special Education program. Last year, 93.2% of graduating seniors left Soquel High intending to attend either a four-year college or a community college.

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

Soquel High School Mission Statement:

Educate - Engage - Empower

Soquel High School Vision Statement:

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

Soquel High School Values:

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

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	301
Grade 10	335
Grade 11	237
Grade 12	243
Total Enrollment	1,116

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	1.5
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.1
White	55.3
Two or More Races	5.2
Socioeconomically Disadvantaged	33.3
English Learners	5.5
Students with Disabilities	8
Foster Youth	0.6

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			
Soquel High School	15-16	16-17	17-18
With Full Credential	49	48	52
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	1		4
Santa Cruz City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Soquel High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	4	0
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.

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

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
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 English Yes! - McGraw-Hill Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Adopted 2008 Algebra 2 - Houghton Mifflin Adopted 2008 Geometry - Houghton Mifflin Adopted 2008 Algebra Readiness - Houghton Mifflin Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - Houghton Mifflin Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			RM 312: BOOKCASE NEEDS TO BE SECURED ON THE BACK WALL
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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
Restrooms/Fountains: 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
Safety: Fire Safety, Hazardous Materials	X			RM 116: FIRE EXTINGUISHER NOT SIGNED
Structural: Structural Damage, Roofs	X			RM 206: RM 321: RM 602: FLOOR TILES ARE BROKEN WOOD SHOP: BUBBLE OF PAINT ON THE CEILING

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		
External: 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	
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	60	68	60	59	48	48
Math	36	31	45	42	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	63	59	70	64	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.5	22.2	42.7

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	211	94.2	67.77
Male	132	122	92.42	63.11
Female	92	89	96.74	74.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	84	96.55	57.14
White	109	102	93.58	72.55
Two or More Races	17	15	88.24	93.33
Socioeconomically Disadvantaged	80	76	95	55.26
English Learners	19	18	94.74	5.56
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	211	94.2	31.28
Male	132	122	92.42	33.61
Female	92	89	96.74	28.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	84	96.55	21.43
White	109	102	93.58	35.29
Two or More Races	17	15	88.24	60
Socioeconomically Disadvantaged	80	76	95	15.79
English Learners	19	18	94.74	0
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Family Involvement:

Soquel High School is served by various parent and community organizations. The Soquel High Fund is a 501c3 foundation established to support our academic, arts, and athletic programs. In addition to fundraising, the Soquel High Fund supports our alumni network. Other parent organizations include the Soquel Music Foundation and the Soquel Sports Foundation. The Green Manufacturing, Engineering, and Construction Academy (GMEC) plans to develop a parent advisory group within the next three years.

Another active parent group is the English Learners Advisory Committee (ELAC). These meetings are driven by parents of students with Limited English Proficiency (LEP). Parent leaders are chosen in an annual officer election. ELAC officers plan meeting topics such as SHS course offerings, test preparation, college applications and financial aid, using Infinite Campus or Illuminate to monitor student progress, and more. Last year, AP Spanish 4 students presented to the ELAC committee about the needs to Hispanic or Latino and LEP students at Soquel High. ELAC parents also serve the school by providing dinner at Back to School Night and hosting an annual holiday celebration and awards for students who reclassify from LEP to Fluent English Proficient.

Parent leaders can also partner with school staff leaders and participate on the School Site Council and District Advisory Committee. Those leadership teams monitor student achievement and allocate resources in order to best meet student needs.

Parents who are not involved in formal organizations have a variety of other opportunities to connect with Soquel High School. Families assist with sports, clubs, and extracurricular activities. Additionally, parents are apprised of school events on Soquel High School's website, online calendar, and weekly parent newsletter Knight Notes. Families can also meet their student's teachers, counselors, and administrators at the annual Back to School Night. There are various ways for families to use technology to monitor their student's academic achievement. Parents and students can use the Illuminate app to monitor grades and attendance. Many teachers use Google Classrooms to communicate with students and their families. The school website also lists teacher's websites, email, and school phone numbers so families can easily communicate with faculty. Parents can offer additional feedback to our school via electronic surveys. The district offered an electronic survey before the most recent LCAP. Soquel High offered an electronic survey in preparation for this Self Study. 122 parents participated.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive Safety Plan (CSP) for 2017-2018 was reviewed by our School Site Council in detail on April 14, 2017. 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 2016. 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	2014-15	2015-16	2016-17
Suspensions Rate	0.8	4.3	4.1
Expulsions Rate	0.1	0.7	0.2
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

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)	.4375
Psychologist	1
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	27	26	11	10	12	19	21	26	14	11	7
Mathematics	25	27	26	12	8	9	13	16	15	15	13	14
Science	30	29	31	2	2		10	14	19	13	11	6
Social Science	29	29	29	3	6	5	14	8	13	12	15	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. PLC work includes: Revising and developing pacing guides, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students. We have also agreed upon ten School-wide Expectation (Tier I) including: 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily 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 (SCIL) participate in 3-4 professional development days facilitated by district administration. They are also supported via 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 is paid for by our school site budgets. However, the most helpful professional development and training some of our teachers receive comes from district coaches, on site RTI Math Coordinator, and on site Math Coach.

FY 2015-16 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/.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,007	\$1,190	\$5,818	\$53,291
District	♦	♦	\$6,111	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			-4.8	-12.0
Percent Difference: School Site/ State			-11.5	

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Soquel High School	2013-14	2014-15	2015-16
Dropout Rate	1.6	1.2	1.8
Graduation Rate	97.13	93.47	97.71
Santa Cruz City Schools	2013-14	2014-15	2015-16
Dropout Rate	4.2	3.9	4.2
Graduation Rate	91.92	89.71	92.51
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.56
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	53.52

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	4	♦
Social Science	1	♦
All courses	9	33.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.82	95.3	87.11
Black or African American	100	73.33	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	97.75	92.8	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	94.92	97.25	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	95.24	91.94	85.45
English Learners	44.44	71.19	55.44
Students with Disabilities	95.45	92.86	63.9
Foster Youth	0	100	68.19

Career Technical Education Programs

Soquel High offers students preparation for the world of work via 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.