SOLEDAD HIGH SCHOOL

425 Gabilan Drive, Soledad, CA 93960 • (831) 678-6400
Grades 9-12
Jeffery James, Principal

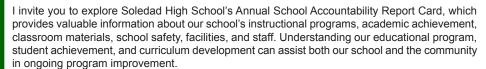## Annual School Accountability Report Card

A Report of 2020-21 School Activities Published in 2021-22

PRINCIPAL'S MESSAGE

Dear Parents/Guardians,

I invite you to explore Soledad High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Soledad High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Condor High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Sincerely,
Jeffery James, Principal

DISTRICT & SCHOOL DESCRIPTION

Soledad Unified School District is located in the heart of the Salinas Valley, approximately 120 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. The city of Soledad was established by Catalina Manzaneli de Munrás in 1873. She named the township Soledad in honor of the brave padres who had founded the mission across the river. The mission was named honoring Nuestra Señora de la Soledad (Our Lady of Solitude). The town was incorporated May 9, 1921 The district currently operates five elementary schools, one middle school, one high school, and one continuation high school which serve almost 5,000 students in grades K-12.

Soledad High School provides a safe, standards-based learning environment for students in grades 9-12. During the 2020-21 school year, 1,595 students were enrolled. Student demographics include 14.4% receiving special education services, 10.4% qualifying for English learner support, 91% enrolled in the free or reduced-price meal program, 2.1% migrant, 0.1% foster youth, and 2.9% homeless youth.

DISTRICT MISSION STATEMENT

Every member of the Soledad Unified School District team actively works to create the conditions for student success and contribute to a positive learning environment. We commit everyday to nurturing the unique skills and abilities of every student and we work as a collaborative team within each school site and our greater learning community to achieve our vision. Empowering and motivating every student, every day!

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Student Enrollment by Student Group and Grade Level 2020-21

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	46.8%	Grade 9	423
Male	53.2%	Grade 10	433
Non-Binary		Grade 11	400
American Indian or Alaskan Native	0.0%	Grade 12	339
Asian	1.3%		
Black or African American	0.4%		
Filipino	1.1%		
Hispanic or Latino	94.0%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	0.6%		
White	2.4%		
English Learners	10.4%		
Foster Youth	0.1%		
Homeless	2.9%		
Migrant	2.1%		
Socioeconomically Disadvantaged	91.0%	Total Enrollment	1,595
Students with Disabilities	14.4%		

DISTRICT VISION STATEMENT

The Soledad Unified School District will empower every student to achieve rigorous goals and thrive as life-long, resilient learners who will become responsible, contributing citizens, prepared to lead in a culturally diverse and global society. Every graduate ready for success in college, career, and life!

CORE VALUES

Soledad's core values guide our behavior and govern how we will work together in carrying out the mission and vision of our team. As a team we value: Relationships, Diversity, Integrity, Innovation, & Connectivity.

- All people have value and worth and should be treated with dignity and respect.
- We embrace diversity and cultural differences as an asset and strength.
- We actively build positive relationships with students, parents, and the community.
- Student success is the primary focus of every member of the learning community.
- All students can and should learn and it is our responsibility to provide appropriate opportunities to facilitate that learning.
- As a team, we can remove barriers to success in order to close the achievement gap.
- We are a proud community and lead with integrity at every level of the organization.
- We recognize that students learn in different ways and at different rates, and we will provide for these differences.
- We function as a learning community and continuously strive for improvement and connectivity.
- We provide equitable access to the conditions of learning necessary to promote excellence and innovation.
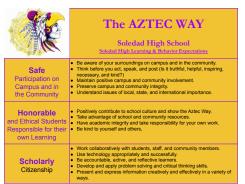

- We engage students through critical thinking, collaboration, and relevant connections to real-world problem-solving.
- We believe our community is essential to our work and we value strategic partnerships.

SCHOOL MISSION STATEMENT

Developing Confident, Competent, Compassionate Learners.

SCHOOL VISION STATEMENT

To be the highest rated secondary institution in Monterey County.

The AZTEC WAY
Soledad High School
Soledad High Learning & Behavior Expectations

Safe Participation on Campus and in the Community
- Be aware of your surroundings on campus and in the community.
- Think before you act, speak, and post (Is it truthful, helpful, inspiring, necessary, and kind?)
- Maintain positive campus and community involvement.
- Preserve campus and community integrity.
- Understand issues of local, state, and international importance.

Honorable and Ethical Students Responsible for their own Learning
- Positively contribute to school culture and show the Aztec Way.
- Take advantage of school and community resources.
- Have academic integrity and take responsibility for your own work.
- Be kind to yourself and others,

Scholarly Citizenship
- Work collaboratively with students, staff, and community members.
- Use technology appropriately and successfully.
- Be accountable, active, and reflective learners.
- Develop and apply problem solving and critical thinking skills.
- Present and express information creatively and effectively in a variety of ways.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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- 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 sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Soledad High School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts.

Volunteer Opportunities:
- Athletic Boosters
- FFA Boosters
- School Event Volunteers

Committees:
- English Learners Advisory Council (ELAC)
- School Site Council

School Activities:
- Aztec Parents (Monthly Meetings)
- Back to School Night
- College Information Night
- Fine Arts Performances
- Parent Teacher Conferences
- Parent Workshops
- Sports Events

Regular school-to-home communication, provided in both English and Spanish, keeps parents up to date on student progress and school issues. Friday automated phone calls/ texts, bulletins, flyers, ParentSquare, Facebook, ASB Twitter, and Athletics Twitter are just a few of the ways that parents are kept informed of school events and activities. General information can be found on the school marquee and the school website.

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the family liaison at (831) 678-6340 for more information on how to become involved.

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	SHS		SUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	404	NT	NT	NT	NT
Female	209	NT	NT	NT	NT
Male	195	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	378	NT	NT	NT	NT
Native Hawaiian or Pacific Islander					
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military					
Socioeconomically Disadvantaged	366	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	SHS		SUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

"Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)
2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	382	NT	NT	NT	NT	382	NT	NT	NT	NT
Female	195	NT	NT	NT	NT	195	NT	NT	NT	NT
Male	187	NT	NT	NT	NT	187	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Hispanic or Latino	356	NT	NT	NT	NT	356	NT	NT	NT	NT
Native Hawaiian or Pacific Islander										
Two or More Races	--	NT	NT	NT	NT	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	346	NT	NT	NT	NT	346	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT	41	NT	NT	NT	NT

Note: N/T values indicate this school did not test students using the CAASPP for ELA.
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.

Local Assessments in ELA & Mathematics by Student Group (Grades 11) 2020-21										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students Tested	370	225	60.8	39.2	33.7	370	176	47.5	52.5	6.25
Female	188	121	64.3	35.7	38	188	93	49.4	50.6	5.3
Male	182	114	62.6	37.4	34	182	83	45.6	54.4	4.8
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	358	218	60.8	39.2	30.2	358	150	41.8	58.2	4.6
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	--	--	--	--	--	--
English Learners	21	12	57.1	42.9	0	21	12	57.1	42.9	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	269	221	82.1	17.9	33.9	269	171	63.5	36.5	6.4
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	40	13	32.5	67.5	3	40	9	22.5	77.5	0

Note: At or above grade-level standard in the context of the local assessment administered.

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.

PHYSICAL FITNESS

In the spring of each year, Soledad High School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

LOCAL ASSESSMENTS

The Soledad Unified School District administered i-Ready local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown in this report.

Campus Description	
Year Built	1999
Acreage	39
Bldg. Square Footage	142,360
	Quantity
# of Permanent Classrooms	36
# of Portable Classrooms	11
Wood Shop	1
Band Room	1
Computer Lab	4
NJROTC	1
Multipurpose Room	1
Gym	1
Locker Rooms	1
Science Lab	3
Weight Room	1

SCHOOL FACILITIES & SAFETY

Soledad High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Soledad High School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

The custodial staff and district's maintenance department work together and communicate at least every other day to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Soledad Unified School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may request to view approved cleaning standards by contacting the district's Director of Maintenance and Operations through the district office.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Maintenance and Operations employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled special projects directly to school office staff who complete and submit a work order request to the Director of Maintenance of Operations. The director evaluates, prioritizes, and then forwards the request immediately to custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately.

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

CAMPUS SUPERVISION

As students arrive on campus in the morning, during breaks and lunchtime activities, and upon release after school, administration and school staff monitor entrance gates as students arrive and exit campus in order to ensure a safe environment is provided at all times.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrive, wear a visitor's badge while on campus, and return to the school office upon departure to sign out indicating they are leaving the campus.

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan is in development in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Soledad High School's plan will be completed and shared with staff by February 2022. An updated copy of the school site safety plan is available to the public for viewing at the Soledad Unified School District office and the school office.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: May 13, 2021	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces	✓			Textbook & Room 404 - Water stain ceiling tiles
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			Room 406 - Paint is chipping on double doors; Room 504 - Paint is chipping on door
Structural	✓			
External	✓			Room 705 - Custodian door is rusted with holes

Overall Summary of School Facility Good Repair Status				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Exemplary: 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.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Text Book	4 / Interior Surfaces	Water stain ceiling tiles	
Room 404	4 / Interior Surfaces	Water stain ceiling tiles	
Room 406	11 / Hazardous Materials	Paint is chipping on double doors	Doors repainted on 9/29/21
Room 705	15 / Windows/Doors/Gates/Fences	Custodian door is rusted with holes	
Room 504	11 / Hazardous Materials	Paint is chipping on door	Door repainted on 9/27/21
PN	11 / Hazardous Materials	Paint is chipping	
PA	4 / Interior Surfaces	Ceiling panel needs replacement	
Room 605	15 / Windows/Doors/Gates/Fences	Excessive rust on doors	
Room 1000	11 / Hazardous Materials	Paint is chipping on railings	Railings repainted on 9/27/21
Band	10 / Fire Safety	Blocked exit	
Boys Lockers	4 / Interior Surfaces	Broken counter top	
Boys Lockers	4 / Interior Surfaces	Broken lockers	
Play areas (FFA)	14 / Playground/School Grounds	Clutter, weeds and wood	
Exterior Stair 1000	14 / Playground/School Grounds	Sprinkler line trip hazard	

SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The district's maintenance department inspects Soledad High School on an annual basis in accordance with Education Code §17592.72(c)(1). Soledad High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 13, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

MONTEREY COUNTY WILLIAMS FACILITIES INSPECTION

On an annual basis, representatives from the Monterey County Superintendent of Schools visit Soledad Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facility conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The county inspection was completed in the first quarter (July-September) of 2021. Results of the inspection and corrective action taken by the district are provided in the table in this report.

CLASSROOM ENVIRONMENT

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Soledad High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	25.0	21	20	24
Math	26.0	17	18	20
Science	28.0	9	11	16
Social Science	24.0	17	12	21
2019-20				
English	27.0	21	18	28
Math	28.0	13	12	29
Science	27.0	10	10	17
Social Science	25.0	17	15	19
2020-21				
English	27.0	10	11	11
Math	27.0	9	5	15
Science	25.0	6	4	10
Social Science	26.0	9	9	13

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

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.06%	0.00%
Female	0.00%	0.00%
Male	0.12%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.07%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.07%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Suspensions and Expulsions									
	SHS			**SUSD**			**CA**		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	6.30%	5.70%	0.06%	4.90%	4.50%	0.20%	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	349	318	91.1
Female	164	154	93.9
Male	185	164	88.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian			
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	323	295	91.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	9	75
English Learners	70	51	72.9
Foster Youth			
Homeless	26	20	76.9
Socioeconomically Disadvantaged	329		
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

DISCIPLINE & CLIMATE FOR LEARNING

Soledad High School is a PBIS school providing Positive Behavior Interventions and Supports to all students. Pinnacles High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

DROPOUTS & GRADUATION RATES

Soledad High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and home visits. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2019-20 data is the most current information available, since state certification/ release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/

Dropout and Graduation Rates			
	SHS		
	18-19	19-20	20-21
Dropout Rate (%)	2.5	3.2	3.7
Graduation Rate (%)	94.1	95.4	91.1
	SUSD		
Dropout Rate (%)	3.6	1.9	3.9
Graduation Rate (%)	92.8	94.4	90.3
	CA		
Dropout Rate (%)	9	8.9	0
Graduation Rate (%)	84.5	84.2	0.0

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Soledad Unified School District are aligned to the California State Standards. Instructional materials for grades K-12 are aligned to state content standards and, when possible, are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.

On September 8, 2021, the Soledad Unified School District Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Governing Board adopted Resolution No. 9-01-21 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	*	Houhgton Mifflin Harcourt: CA Collections	0%
2016	*	Houghton Mifflin Harcourt: The Language of Composition - Reading, Writing, and Rhetoric	0%
2016	*	Houghton Mifflin Harcourt: Read 180	0%
2017	*	Houghton Mifflin Harcourt: Voices in Literature Making Connections	0%
2016	*	Hampton Brown: Edge	0%
Math			
2021	*	Savvas Learning: enVision Integrated Mathematics	0%
Science			
2005	*	Cengage: Agriscience - Fundamental and Applications, 6th Edition	0%
2005	*	Delmar/Cengage: Science of Earth Systems	0%
2016	*	Delmar/Cengage: The Science of Agriculture a Biological Approach	0%
2015	*	Cengage Text/Digital: The Biological Approach to Agriscience	0%
1998	*	Glencoe/McGraw-Hill: Biology - The Dynamics of Life	0%
	*	Pearson: AP Campbell Edition - Biology in Focus	0%
2007	*	McDougal Littell: World of Chemistry	0%
2015	*	Cengage Text/Digital: Plant and Soil Science, Fundamentals and App	0%
1998	*	Brooks/Cole: Physics - Algebra Trig	
2000	*	Glencoe/McGraw Hill: Physics - Principles & Problems	
2003	*	Addison-Wesley: University Physics	
Social Science			
1998	*	McDougal Littell: Modern World History - Patterns of Interaction	0%
1998	*	McDougal Littell: The Americas - Reconstruction Through the 20th Century	0%
	*	MPS: America's History	0%
2000	*	Glencoe/McGraw Hill: United States Government - Democracy in Action	0%
2000	*	Glencoe/McGraw Hill: Economics: Principles & Practices	0%
2000	*	Pearson: Government in America	0%
Foreign Language			
2002	*	Pearson Education: Abriendo Paso Lectura	0%
	*	McDougal Littell: Abriendo Paso Gramatica	0%
	*	McDougal Littell: Abriendo Paso Temas y Lecturas	0%
	*	McDougal Littell: Abriendo Puertas - Tomo 1 & 2	0%
	*	HM Nextel: A Spanish Reader of Gabriel Garcia Marquez	0%
	*	McDougal Littell: A Spanish Reader of Federico Garcia Lorca	0%
1999	*	McDougal Littell: Selicciones de Ana Maria Matute	0%
1999	*	El Sur and Other Short Stories	0%
1999	*	Abel Sanchez	0%
1999	*	Confidential Book Company: San Manual Bueno Martir	0%
	*	McDougal Littell: Tu Mundo	0%
	*	McDougal Littell: Nuestro Mundo	0%
	*	Pearson Education: Abriendo Paso Lectura	0%
Health			
2021	*	Goodheart-Wilcox: Comprehensive Health	0%
	*	Pearson: Health Science Fundamentals - Exploring Career	0%

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2019-20	3 days

•Illuminate
•History-Social Science Adoption
•Dual Language Immersion
•English 3D
•Read 180
•Distance Learning Training (Alludo, Google Classroom, SeeSaw, SEL, Google Suite Applications, Screencastify, Instructional Materials, Zoom)
•School Based Mental Health Services
•Restorative Justice – Circle Facilitation
•W.E.B. Training
•After School Program
•CPR & First Aid
•Constructing Meaning Institutes
•PLN Network/MTSS Leadership
•ALICE Active Shooter training
•PBIS Training
•McKinney Vento
•Customized Assessment Workshop
•Common Formative Assessments
•Response to Intervention (RtI)

2020-21	3 days

•Distance Learning Playbook
•COVID Health & Safety
•Social Emotional Learning
•Creating Activities in SeeSaw
•Professional Learning Communities Development
•Interim Assessment Block Data Walks
•Google Classroom from a Student Perspective
•Beacon House – Mental Toughness
•Behavior Intervention
•Zoom – Basics, Intermediate & Advanced
•English 3D
•ELPAC Testing
•Virtual Distance Learning EdConnective
•After School Program Training
•Student Engagement – ELA & Mathematics
•Illuminate
•CPR & First Aid
•Newsela Virtual Training
•Virtual Elementary Constructing Meaning Institutes
•PLN Network/MTSS Leadership
•RTI at Work Virtual Workshop
•Benchmark Training
•Special Education Legal Training
•PBIS Training
•McKinney Vento

2021-22	3 days

•English 3D
•iReady Training
•PLC at Work Institute
•Early Language & Literacy
•Special Education Training
•Title IX Training
•After School Program
•CPR & First Aid
•Constructing Meaning Institutes
•PBIS Training
•McKinney Vento
•Social Emotional Learning
•Increasing Student Engagement
•Newsela
•Read 180
•Classroom Management
•Integrated ELD

PROFESSIONAL DEVELOPMENT

Soledad Unified School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2020-21 school year, Soledad High School sponsored professional development training activities for professional development and grade level collaboration. Additionally, grade levels participate in Professional Learning Communities (PLC's) each week in grade level teams to determine the next approach to the curriculum, review student successes and needs, and to review district assessments. Teachers also use this time to develop essential standards-based lesson plans. Site-based professional development topics are based upon student achievement levels and teacher needs as well as follow-up training on districtwide programs. During the 2020-21 school year, Soledad High School focused on the following professional development topics:

• Distance Learning Platforms
• Modifying Classroom Instruction to an Online Environment
• Social Emotional Learning (SEL)

During the 2019-20, 2020-21, and 2021-22 school years professional development activities available in the Soledad Unified School District covered topics that are identified in the chart located in this document.

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

COLLEGE PREPARATION AND CAREER READINESS

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

ADMISSION REQUIREMENTS FOR CALIFORNIA PUBLIC UNIVERSITIES

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	98.17
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	48.87

Most current data available.

ADVANCED PLACEMENT

In 2020-21, Soledad High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses 2020-21		
	No. of AP Courses Offered*	% of Students in AP Courses
Art	4	N/A
English	1	N/A
Foreign Language	3	N/A
Math	2	N/A
Social Science	1	N/A
Totals	11	14.0%

CAREER READINESS

Career Technical Education (CTE) training at Soledad High School is available through Regional Occupation Programs (ROP), CTE educational coursework, and Workability. CTE courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation.

Career Pathways
• AP Computer Science
• Dental Careers
• Education
• Film & Broadcasting
• Floral Design
• Food Service & Hospitality

Soledad High School's organizes CTE classes and career related coursework in an individualized plan that prepares students for entry into career field of their choice. Course content is relevant to students' interests and reinforces high academic standards for reading, writing, and math regardless of the pathway selected.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

ROP programs are offered in partnership with the Monterey County Office of Education. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

For more information on career technical programs and ROP, contact the high school's career center or visit the state's career technical website at www.cde.ca.gov/ci/ct/.

Career Technical Education Program Participation 2020-21	
Total Number of Students Participating in CTE Programs	1,007
Percentage of Students Completing a CTE Program and Earning a High School Diploma	60.3%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

PROFESSIONAL STAFF

COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Soledad High School to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Soledad High School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress. The following table identifies counseling and non-teaching support staff assigned to Soledad High School. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	4	4.0
Psychologist	1	0.9
Speech/Language/Hearing Specialist	2	1.4
Resource Specialistist (non-teaching)	2	1.2
Destination College Advising Corps	1	1.0
CTE Coordinator	1	1.0
Family Liaison	2	2.0
Health Technician	1	1.0
Library Media Specialist	1	1.0
District Counselor	As needed	
MCOE Behavioral Health	3	2.5

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

TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Soledad High School, Soledad Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Soledad High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2019-20 school year, Soledad Unified School District spent an average of $14,174 of total general funds to educate each student (based on 2019-20 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	SUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,366	48,119
Mid-Range Teacher Salary	74,704	74,665
Highest Teacher Salary	108,484	98,160
Average Principal Salaries:		
Elementary School	128,665	118,542
Middle School	144,573	125,068
High School	158,759	133,516
Superintendent Salary	230,683	194,177
Percentage of Budget For:		
Teacher Salaries	29	31
Administrative Salaries	6	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
	Dollars Spent Per Student				
Expenditures Per Pupil	SHS	SUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,083	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,762	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,320	6,984	90.5%	8,444	82.7%
Average Teacher Salary	76,494	74,764	N/A	77,042	N/A

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

In addition to general fund state funding, Soledad Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

• After School Education & Safety (ASES)
• Agricultural Career Technical Education Incentive
• Career Technical Education Incentive Grant Program
• Career and Technical Education Programs
• Education Protection Account
• Lottery: Instructional Materials
• Low-Performing Students Block Grant
• On-Behalf Pension Contributions
• Other Local: Locally Defined
• Special Education
• State Lottery
• State COVID Relief Funding
• Strong Workforce Program
• Title I, II, III, IV

SARC DATA & INTERNET ACCESS

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 Soledad High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

INTERNET

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.

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Soledad Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2020 and school facilities reports were acquired in January 2021.