



# Soquel High School

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

Ken Lawrence-Emanuel, Principal

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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Santa Cruz City Schools

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#### District Governing Board

Sheila Coonerty  
Cynthia Hawthorne  
Patricia Threet  
Deborah Tracy-Proulx  
Steve Trujillo  
Claudia Vestal  
Ken Wagman

#### District Administration

Gary S. Bloom  
**Superintendent**

Kris Munro  
**Assistant Superintendent  
Educational Services**

Robert Shemwell  
**Assistant Superintendent  
Business Services**

Karen Hendricks  
**Assistant Superintendent  
Human Resources**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (831) 429-3909.

### A Message from the Principal

Soquel High School (SHS) was established in 1962 to serve the outlying areas of the Santa Cruz City School District. It is one of seven high schools in Santa Cruz County. Situated near the center of the county, the 40-acre campus is in a beautiful setting overlooking the Monterey Bay.

SHS annually sends 95 percent of its surveyed seniors to college. We offer the largest number of Advanced Placement (AP) courses in the district. Our extensive Regional Occupational Program (ROP) includes courses in horticulture, floristry, veterinary science, sports occupations, justice administration, cabinetry, construction technology, welding, desktop publishing, and computer graphics. Our wide range of arts offerings includes instrumental and vocal music, drama, ceramics, drawing, and painting. We offer the Humanities Academy, which provides a rigorous program for academically motivated students in English and social studies. In conjunction with Cabrillo College and ROP, we offer the Green Manufacturing, Engineering, and Construction (gMEC) Academy, which provides students an accelerated program in the industrial arts, designed specifically to help graduates find high-paying jobs in the local economy. In addition to high-quality arts and academic programs, SHS offers a variety of school clubs and an extensive array of athletic opportunities.

### Major Achievements

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

The percent of graduates completing A--G requirements increased by 10% to 52%.

### Focus for Improvement

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

### Leadership

Ken Lawrence-Emanuel has 9 years of experience as a principal, four as an assistant principal, and nine as a teacher.

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

### Opportunities for Parental Involvement

The School Site Council, Humanities Academy Support Committee, Soquel Fund, English Learner Advisory Committee, Bond Oversight Committee, sports booster groups, and Soquel Music Foundation offer opportunities for parents to get involved at SHS. Parents fund-raise, purchase supplies, and volunteer time and energy. Parents help run the SHS web site and publish our Knight Notes online newsletter. For more information about participating at our school, please contact our principal.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	293
Gr. 10	277
Gr. 11	263
Gr. 12	219
<b>Total</b>	<b>1,053</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.8
Hispanic or Latino	36.8
Native Hawaiian/Pacific Islander	0.2
White	54.0
Two or More Races	5.1
Socioeconomically Disadvantaged	33.5
English Learners	20.5
Students with Disabilities	9.6

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

SHS maintains a safe, clean, and orderly campus. Our supervisory staff includes the three administrators and two full-time campus supervisors. They are on duty from 7 a.m. to 5 p.m. daily.

We review and update our School Safety Plan annually. Visitors to our school must wear a visitor's badge after checking in with the school receptionist. We have established emergency drills, and we practice fire, earthquake, and lockdown procedures. We provide a first-aid kit in each classroom.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	25.7	24.9	22	14	14	10	12	15	19	10	8	14
Math	24.5	29.1	31	14	4	1	12	11	17	7	13	13
Science	28.6	30.8	30	4	2	5	6	4	4	7	10	15
SS	29.6	31.6	31	3	2	4	10	6	8	13	15	15

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	6.89	4.38	5.1
Expulsions Rate	0.39	0.3	0.38
Districtwide	10-11	11-12	12-13
Suspensions Rate	8.27	7.8	4.4
Expulsions Rate	0.38	.69	0.8

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 9/24/13

Our main buildings and quads were painted and renovated in 2005. A solar electrical system was installed in 2008–2009. Our wood and metal shops were renovated in 2009-10.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Many rooms with light bulbs burned out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	2 spigots not turning off. 3 drains clogged. One toilet out of order. 3 faucets not working properly.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Several cabinets are not anchored to the wall. Fire extinguishers are not being inspected.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	45	46	46
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	♦	♦	273
<b>Without Full Credential</b>	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

## Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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

## Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

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>	97.5	2.5
Districtwide		
<b>All Schools</b>	80.6	19.4
<b>High-Poverty Schools</b>	73.8	26.2
<b>Low-Poverty Schools</b>	86.4	13.6

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.4
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	1.0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	402

\* 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.

## Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. For 2012-2013, we decided to use these funds to pay the salary of our school-community coordinator, and to hire a teacher and aides for our after-school Homework Club.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$6,228	\$1,120	\$5,108	\$51,869
<b>District</b>	♦	♦	\$5,085	
<b>State</b>	♦	♦	\$5,537	
<b>Percent Difference: School Site/District</b>			0.5	-12.0
<b>Percent Difference: School Site/ State</b>			-7.7	

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

## Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (ES)</b>		
<b>Average Principal Salary (MS)</b>		
<b>Average Principal Salary (HS)</b>		
<b>Superintendent Salary</b>		
Percent of District Budget		
<b>Teacher Salaries</b>		
<b>Administrative Salaries</b>		

\* 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/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** December 5, 2013

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	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature &amp; Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p> <p>English Yes! - McGraw-Hill Adopted 202</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 - Houghton Mifflin Adopted 2008</p> <p>Algebra 2 - Houghton Mifflin Adopted 2008</p> <p>Geometry - Houghton Mifflin Adopted 2008</p> <p>Algebra Readiness - Houghton Mifflin Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Houghton Mifflin Adopted 2007</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics (Cutnell &amp; Johnson - 7th Ed.) - Wiley &amp; Sons / People's Publishing Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Magruder's American Government - Pearson Prentice Hall Adopted 2006</p> <p>Economics: Principles in Action - Pearson Prentice Hall Adopted 2006</p> <p>The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006</p> <p>World History: The Modern World - Pearson Prentice Hall Adopted 2006</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	57	59	63	58	59	59	54	56	55
Math	33	31	20	42	44	39	49	50	50
Science	47	58	62	56	63	64	57	60	59
H-SS	50	50	51	51	49	50	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	39	64	50
All Student at the School	63	20	62	51
Male	57	22	59	52
Female	69	19	66	50
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	16	41	29
Native Hawaiian/Pacific Islander				
White	76	22	75	63
Two or More Races	65	27	67	74
Socioeconomically Disadvantaged	46	15	40	35
English Learners	10	11	20	
Students with Disabilities	20	10	27	24
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.5	17.3	56.7

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

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

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	5	6	7
Similar Schools	1	1	1

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not In PI	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		40.0

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	755	3,449	4,655,989
	API-G	777	780	790
Black or African American	Students	8	55	296,463
	API-G		725	708
American Indian or Alaska Native	Students	1	24	30,394
	API-G		795	743
Asian	Students	12	81	406,527
	API-G	905	886	906
Filipino	Students	7	25	121,054
	API-G		798	867
Hispanic or Latino	Students	286	1,297	2,438,951
	API-G	707	695	744
Native Hawaiian/Pacific Islander	Students	1	10	25,351
	API-G			774
White	Students	400	1,799	1,200,127
	API-G	820	834	853
Two or More Races	Students	40	157	125,025
	API-G	815	795	824
Socioeconomically Disadvantaged	Students	283	1,328	2,774,640
	API-G	697	700	743
English Learners	Students	169	769	1,482,316
	API-G	691	653	721
Students with Disabilities	Students	72	450	527,476
	API-G	537	564	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

## Admission Requirements for California's 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 course 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 admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	187	816	418,598
Black or African American	3	18	28,078
American Indian or Alaska Native	3	6	3,123
Asian	7	23	41,700
Filipino		3	12,745
Hispanic or Latino	42	245	193,516
Native Hawaiian/Pacific Islander	1	1	2,585
White	129	509	127,801
Two or More Races	2	11	6,790
Socioeconomically Disadvantaged	14	57	31,683
English Learners	21	127	93,297
Students with Disabilities	45	252	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	1.60	2.00	2.00
Graduation Rate	97.52	92.03	91.63
Districtwide			
Dropout Rate (1-year)	3.30	2.90	3.50
Graduation Rate	95.53	90.15	90.64
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	67	60	67
Mathematics	58	61	64
Districtwide			
English-Language Arts	66	63	64
Mathematics	67	63	65
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	5	---
Science	6	---
Social Science		---
All courses	18	5.4

\* Where there are student course enrollments.



**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36	20	44	35	39	26
All Students at the School	33	21	46	36	45	19
Male	42	21	37	43	39	18
Female	24	22	54	29	51	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	52	28	20	54	42	4
Native Hawaiian/Pacific Islander						
White	18	19	63	25	47	28
Two or More Races	29	7	64	29	57	14
Socioeconomically Disadvantaged	55	23	22	58	34	8
English Learners	94	6		88	6	6
Students with Disabilities	75	8	17	81	15	4
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	321
Percent of pupils completing a CTE program and earning a high school diploma	32
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	33

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	50.8

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Soquel High offers students preparation for the world of work via ROP courses and a career-focused academy. These courses prepare students to travel down the Agriculture, Recreation, Public Safety, Digital Media, Construction, Manufacturing and Engineering career pathways. In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes and coaches and physical education teachers help students explore careers in sports and fitness.