



Soquel High School

401 Old San Jose Rd. • Soquel, CA 95073-2213 • (831) 429-3909 • Grades 9-12
Ken Lawrence-Emanuel, Principal
klawrence-emanuel@sccs.net

2011-12 School Accountability Report Card Published During the 2012-13 School Year

Santa Cruz City Schools

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

District Governing Board

Ken Wagman
Deborah Tracy-Proulx
John T. Collins II
Steve Trujillo
Sheila Coonerty
Cynthia Hawthorne
Patricia Threet

District Administration

Gary S. Bloom
Superintendent

Alvaro Meza
**Assistant Superintendent
Business Services**

Kris Munro
**Assistant Superintendent
Educational 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 2011-12 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/. For additional information about this school, please contact the school administration at (831) 429-3909.

School Description

A Message from the Principal

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

SHS annually sends 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, ceramics, drama, painting, and photography. 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 Manufacturing, Engineering, and Construction (MEC) 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

Continued attention to student security and truancy prevention led to improvements in student learning. Overall, fewer students earned grades of D and F, and more earned A's.

Our API increased by 24 points to 764.

CST scores increased in 9 out of 13 subjects.

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.

In 2010-2011, we set the following goals in our Single Plan for Student Achievement: increase the number of students scoring at Proficient or above on the California Standards Tests (CST) by five percent, and decrease the number of Ds and Fs earned at the end of the second semester.

Leadership

Ken Lawrence-Emanuel has 8 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), our sports boosters, the Soquel 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. 9	285
Gr. 10	286
Gr. 11	232
Gr. 12	200
Total	1,003

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.1
Asian	2.3
Filipino	0.7
Hispanic or Latino	33.2
Native Hawaiian/Pacific Islander	0.3
White	55.9
Two or More Races	5
Socioeconomically Disadvantaged	31.9
English Learners	18.5
Students with Disabilities	5.5

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.

School Facility Conditions and Planned Improvements (School Year 2012-13)

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: 11/28/2012

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.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	10	11	12	10	11	12	10	11	12	10	11	12
Other			19.4			56			23			3
English		25.7	22.3		14	14		12	15		10	8
Math	21.2	24.5	29.1		14	4		12	11		7	13
Science		28.6	30.8		4	2		6	4		7	10
SS		29.6	31.6		3	2		10	6		13	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			
School	09-10	10-11	11-12
Suspensions Rate	7.14	6.89	0.0
Expulsions Rate	0.65	0.39	0.0
District	09-10	10-11	11-12
Suspensions Rate	3.74	1.86	7.8
Expulsions Rate	0.59	0.38	.69

* 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 Good Repair Status (School Year 2012-13)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Many rooms need to have lights replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Several rooms do not have fire extinguishers; fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	48	45	46
Without Full Credential	0	0	0
Teaching Outside Subject Area		0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	363
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

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 assessment 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/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97%	3%
Districtwide		
All Schools	89%	11%
High-Poverty Schools	86.04	13.96
Low-Poverty Schools	81.69	18.31

* 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	
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.0
Other	2.5
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 2011-12)

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 2011-2012, 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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: November 8, 2011

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,228	\$1,120	\$5,108	\$51,869
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
Percent Difference: School Site/District			0.5	-12.0
Percent Difference: School Site/ State			-6.4	

* **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/. 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/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,501	
Mid-Range Teacher Salary	56,337	
Highest Teacher Salary	75,569	
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	92,330	
Superintendent Salary	155,000	
Percent of District Budget		
Teacher Salaries	34%	%
Administrative Salaries	3%	%

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

Textbooks and Instructional Materials

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

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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	53	57	59	58	58	59	52	54	56
Math	35	33	31	42	42	43	48	50	51
Science	54	47	58	57	56	63	54	57	60
H-SS	44	50	50	47	51	49	44	48	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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 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	43	63	49
All Student at the School	59	31	58	50
Male	52	31	58	52
Female	66	30	57	48
Black or African American	18			
American Indian or Alaska Native				
Asian	75	42		
Filipino				
Hispanic or Latino	41	22	35	36
Native Hawaiian/Pacific Islander				
White	71	36	70	58
Two or More Races	72	31	88	54
Socioeconomically Disadvantaged	44	23	32	31
English Learners	6		5	10
Students with Disabilities	24	26		8
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/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.8	17.2	53.3

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	15	24	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	17	33
Native Hawaiian/Pacific Islander			
White	30	27	7
Two or More Races			
Socioeconomically Disadvantaged	-8	43	37
English Learners		41	21
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	2009	2010	2011
Statewide	5	5	6
Similar Schools	1	1	1

Federal Intervention Program (School Year 2012-13)

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.

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		30

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	722	3,445	4,664,264
	API-G	776	783	788
Black or African American	Students	11	63	313,201
	API-G	590	707	710
American Indian or Alaska Native	Students	4	25	31,606
	API-G		743	742
Asian	Students	12	92	404,670
	API-G	858	868	905
Filipino	Students	6	27	124,824
	API-G		813	869
Hispanic or Latino	Students	260	1,251	2,425,230
	API-G	694	696	740
Native Hawaiian/Pacific Islander	Students	2	16	26,563
	API-G		757	775
White	Students	389	1,832	1,221,860
	API-G	823	837	853
Two or More Races	Students	38	139	88,428
	API-G	841	822	849
Socioeconomically Disadvantaged	Students	225	1,254	2,779,680
	API-G	684	691	737
English Learners	Students	152	772	1,530,297
	API-G	658	655	716
Students with Disabilities	Students	32	367	530,935
	API-G	564	573	607

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/.

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)	No	No

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/. (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. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	88%	23	---
Black or African American	95	1.6	---
American Indian or Alaska Native	100		---
Asian	77		---
Filipino	0		---
Hispanic or Latino	74		---
Native Hawaiian/Pacific Islander	100		---
White	95		---
Two or More Races	50		---
Socioeconomically Disadvantaged	70%		---
English Learners	66%	66%	---
Students with Disabilities	0		---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.6	1.6	2
Graduation Rate	97.22	97.52	92.40
District			
Dropout Rate (1-year)	1.2	3.3	3.3
Graduation Rate	94.50	95.53	89.86
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* 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/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	73	67	60
Mathematics	66	58	61
District			
English-Language Arts	70	66	63
Mathematics	66	67	63
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	2	---
Science	3	---
Social Science	2	---
All courses	12	6.4

* 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	37	23	40	37	41	22
All Students at the School	40	23	36	39	40	20
Male	46	25	29	38	44	19
Female	35	22	44	41	37	22
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	62	22	16	62	31	7
Native Hawaiian/Pacific Islander						
White	29	25	46	26	46	27
Two or More Races	7	20	73	13	47	40
Socioeconomically Disadvantaged	62	24	13	62	33	5
English Learners	100	0	0	91	9	0
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	731
Percent of pupils completing a CTE program and earning a high school diploma	98
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	69.4
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	40.2

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

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.