

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

*\* In February 2009, the updated 2008 growth API, 2008 AYP, 2008-09 Program Improvement, and Title III Accountability reports are released. These reports will reflect data corrections made through the test contractor. The 2008-09 SARC's may change to reflect any data corrections.*

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Valley Vista High School (Continuation)	<b>District Name</b>	Huntington Beach Union High School District
<b>Street</b>	9600 Dolphin St.	<b>Phone Number</b>	(714) 903-7000
<b>City, State, Zip</b>	Fountain Valley CA 92708	<b>Web Site</b>	www.hbuhsd.org
<b>Phone Number</b>	(714) 964-7766	<b>Superintendent</b>	Dr. Van W. Riley
<b>Principal</b>	Kerry Clitheroe	<b>E-mail Address</b>	www.hbuhsd.org
<b>E-mail Address</b>	www.vvhs.info	<b>CDS Code</b>	30665483038551

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The mission of Valley Vista High School, a national and California Model School, is to help all our students become responsible, productive citizens by providing a relevant curriculum that supports the achievement of academic and personal goals. A continuation school, Valley Vista High School provides a positive atmosphere for academic, personal, and vocational growth.

Students who have had difficulties at a comprehensive high school have an opportunity at VVHS to experience success in an alternative school setting. Students work in small, structured classes and earn credits based upon the successful completion of course work taught by a credentialed teacher.

Academic goals include completing the district's requirements for a high school diploma, returning to a comprehensive high school, transferring to Huntington Beach Adult School to pursue the Huntington Beach Adult School high school diploma or GED, preparing for community or vocational college, or entering the workforce.

In elective courses, we offer woodshop, art, ceramics, career exploration and technology applications. In addition, ROP classes offered at various sites are available after school.

### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Because of the open-entry enrollment style of our alternative high school, parent participation is limited. Tours of the campus for parents are conducted weekly. The School Site Council, which meets four times per year, includes parents, students, staff, and community members. There has been increased parental attendance and support at the annual Back-To-School Night.

### [Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	1
Grade 10	31
Grade 11	126
Grade 12	132
<b>Total Enrollment</b>	290

### [Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.72%	White (not Hispanic)	42.41%
American Indian or Alaska Native	7.93%	Multiple or No Response	0%
Asian	5.17%	Socioeconomically Disadvantaged	2%
Filipino	1.03%	English Learners	13%
Hispanic or Latino	40%	Students with Disabilities	4%
Pacific Islander	1.72%		

### [Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.9	28	5		8.2	33	5		12.6	16	9	
Mathematics	3.8	75			3.1	74			3.7	59		
Science	5.2	20			5.3	20			6	20		
Social Science	12.7	15	5		15.9	9	6		15.9	11	6	

## III. School Climate

### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Each year, the school safety plan is updated and is submitted for approval to the Board of Trustees of the Huntington Beach Union High School District.

Safety is our priority. A comprehensive school safety plan is in place. A variety of drills that address various situations (fire, earthquakes, etc.) are practiced throughout each school year. The security staff monitors all school grounds throughout the day. Visitors are requested to check in at the front office upon arrival.

Valley Vista is a closed campus, and the school's circular design enables high visibility by principal and security staff. Students may only enter through the front entrance. One school police officer and one supervision assistant are on duty to ensure the safety of all students and staff. Earthquake and fire drills are scheduled four times a year, reinforcing evacuation procedures. Some of these drills may involve communication with district, fire, and police personnel.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	0.0	38.7	80.7	0.0	10.8	10.1
<b>Expulsions</b>	0.0	0.7	0.0	0.0	0.1	0.1

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The district takes great effort to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office. School administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the state School Facility Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2007-2008 school year, 3% of the district general fund budget has been allocated for maintenance projects as required for participation in the state School Facility Program.

Local bond funds from Measure C will be used to make improvements throughout the campus to include the improvement of instructional spaces, restroom upgrades, and to upgrade technology. The work on this project began in 2004-2005 and will be completed during the 2009-2010 school year.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Mechanical Systems</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Windows/Doors/Gates (interior and exterior)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interior Surfaces (walls, floors, and ceilings)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Hazardous Materials (interior and exterior)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Structural Damage</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Fire Safety</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electrical (interior and exterior)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Pest/Vermin Infestation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Drinking Fountains (inside and outside)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Replaced during modernization
<b>Restrooms</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sewer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Playground/School Grounds</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Roofs</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Water leakage between wall and roof.
<b>Overall Cleanliness</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Needs attention.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	[ ]	[X]	[ ]	[ ]

**V. Teachers**

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The HBUHSD is recognized statewide for the quality of its curriculum which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects State Frameworks, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals.

In addition to on campus activities which are attended by all instructional staff, the majority of Valley Vista High School (Continuation)'s teachers participate in off campus training programs or workshops. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach, the community colleges and a teacher training consortium in Huntington Beach. The emphasis is on all students graduating with a solid core of knowledge that will assist them in reaching their greatest potential and becoming responsible citizens.

All new teachers participate in Beginning Teacher Support and Assessment (BTSA).

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	12	12	15	643
<b>Without Full Credential</b>	3	4	1	13
<b>Teaching Outside Subject Area of Competence</b>	4	4	4	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	3	3	2
<b>Total Teacher Misassignments</b>	6	6	6
<b>Vacant Teacher Positions</b>	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	61.7%	38.3%
<b>All Schools in District</b>	88.1%	11.9%
<b>High-Poverty Schools in District</b>	0%	0%
<b>Low-Poverty Schools in District</b>	87.7%	12.3%

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	290
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	See above.	0%
Mathematics	See above.	0%
Science	See above.	0%
History-Social Science	See above.	0%
Foreign Language	See above.	0%
Health	See above.	0%
Visual and Performing Arts	See above.	0%
Science Laboratory Equipment (grades 9-12)	See above.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	---	---	\$7,146	\$73,616
State	---	---	\$5,300	\$65,574

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Categorical funds (EIA, GATE, Title I, Title II, and Title V) are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training for GATE/Advanced Placement differentiated instruction, teacher training to meet "highly qualified" status, and standards-based curriculum development and alignment.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,605	\$41,367
Mid-Range Teacher Salary	\$77,673	\$66,967
Highest Teacher Salary	\$96,794	\$85,877
Average Principal Salary (High)	\$146,621	\$123,438
Superintendent Salary	\$236,000	\$185,780
Percent of Budget for Teacher Salaries	32.6%	37.1%
Percent of Budget for Administrative Salaries	5.3%	5.1%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	5	6	6	51	54	59	42	43	46
Mathematics	1	4	2	31	33	35	40	40	43
Science	3	3	3	50	50	58	35	38	46
History-Social Science	7	5	13	46	44	51	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	0	*	*	*
Asian	*	*	*	*
Filipino	*	*		*
Hispanic or Latino	11	0	0	12
Pacific Islander	*	*		*
White (not Hispanic)	6	2	0	13
Male	6	3	4	20
Female	6	0	0	5
Economically Disadvantaged	*	*	*	
English Learners	4	0	*	12
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	18.8	25.0	27.6	68.2	63.5	66.6	51.1	48.6	52.9
<b>Mathematics</b>	26.7	31.8	20.7	61.7	64.0	65.2	46.8	49.9	51.3

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	72.4	20.7	6.9	79.3	13.8	6.9
<b>Male</b>	73.3	20.0	6.7	73.3	20.0	6.7
<b>Female</b>	71.4	21.4	7.1	85.7	7.1	7.1
<b>African American</b>	*	*	*	*	*	*
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	85.7	7.1	7.1	85.7	7.1	7.1
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	54.5	36.4	9.1	*	*	*
<b>English Learners</b>	*	*	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	*	*	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*	*	*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2005-06	2006-07	2007-08
Statewide	B	B	B
Similar Schools	B	B	B

#### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-4	-36	59	577
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				560
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

## Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

### [Federal Intervention Program \(School Year 2008-09\)](#)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### 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 admissions requirements please visit the University of California Web site 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 Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Dropout Rate (1-year)</b>	4.9	9.2	16.2	1	1	1.3	3.1	3.5	4.4
<b>Graduation Rate</b>	79.2	94.9	94.5	95	94.9	94.5	85	83	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tq/hs/>.

Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
<b>All Students</b>	59	3336	N/A
<b>African American</b>	4	39	N/A
<b>American Indian or Alaska Native</b>	7	259	N/A
<b>Asian</b>	6	789	N/A
<b>Filipino</b>	1	57	N/A
<b>Hispanic or Latino</b>	21	525	N/A
<b>Pacific Islander</b>	0	32	N/A
<b>White (not Hispanic)</b>	20	1628	N/A
<b>Socioeconomically Disadvantaged</b>	8	74	N/A
<b>English Learners</b>	19	633	N/A
<b>Students with Disabilities</b>	13	189	N/A

### Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
<b>Number of pupils</b>	5,290 (all sites – non-duplicated)
<b>Percent of pupils completing a CTE program &amp; earning a high school diploma</b>	98.25% (including ROP)
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	98%

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	47.0
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	