

5050 Kings Row
El Monte, CA 91731-5405
(626) 258-4943
FAX (626) 406-1326
CDS Code: 19 64519 1996123
Grades 10-12

COMMUNITY DAY SCHOOL
School Accountability Report Card
Reported Using Data from the 2023-24 School Year
Published During 2024-25
Freddy Arteaga, Principal
freddy.arteaga@emuhsd.org



**El Monte Union High
School District**
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005
www.emuhsd.org

Board of Trustees

Florencio F. Briones
Dr. Luis G. Guzman
Qui Nguyen
Ricardo Padilla
Dr. Maritza C. Galaviz

Administration

Edward A. Zuniga, Ed.D.
Superintendent
rdward.zuniga@emuhsd.org

Robin Torres
Assistant Superintendent
Human Resources
Laura Rivas, Ed.D.
Assistant Superintendent
Educational Services

Mike Lin, Ed.D., MBA
Assistant Superintendent
Business Services

Contents

About this School
Conditions of Learning
Textbooks
School Facilities
Pupil Outcomes
Parental Involvement
Pupil Engagement
School Climate
Other Information
School Finances
Professional Development
About the SARC

About This School

School's Vision

The El Monte Union High School District Community Day School is assigned the task of educating and rehabilitating many of our districts at-risk high school students. Our goal is to provide opportunities for our students to earn credits toward graduating high school, change inappropriate behavior patterns, and provide the necessary guidance for our students to become productive members of society. We will do this by providing our students with the state-approved academic curriculum, therapy, counseling, and parent involvement.

Mission Statement

The El Monte Union High School District Community Day School is committed to providing a safe and productive learning environment for all of its students, teachers, staff, and associated professionals. It is our intent to educate, counsel, and provide guidance for each of our students as we assist them to overcome educational and personal challenges.

School Description

The El Monte Union High School District is located at 5050 Kings Row, El Monte, CA, 91732. We are in the parking lot of the Arroyo High School Football Stadium. Our school consists of 5 modules: 1 serves as the administration office; 3 serve as classrooms; 1 serves as a combination computer lab and gym, and the last is our restroom facility. We also have a covered lunch area and a basketball court. We educate/serve approximately 50 students. Those students are referred to our program for various reasons including expulsions and attendance and behavior issues. Most have credit deficiencies and need to make up credits towards graduating.



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	4
Grade 10	8
Grade 11	11
Grade 12	8
Total Enrollment	31

Student Enrollment by Group (2023-24)

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	64.5
Foster Youth	0.0
Homeless	3.2
Migrant	3.2
Socioeconomically Disadvantaged	96.8
Students with Disabilities	54.8

Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.9	22.8%	337.3	90.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	1.3%	4,205.9	1.5%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0%	5.8	1.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	26.3%	8.4	2.3%	12,115.8	4.4%
Unknown	2.0	50.7%	18.0	4.8%	18,854.3	6.9%
Total Teaching Positions	4.0	100.0%	374.6	100%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.6

Teachers Without Credentials Assigned Out-of-Field (considered “out-of-field” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.0	2.9	1.9
Total Out-of-Field Teachers	1.0	2.9	1.9

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0	29.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

SCHOOL ACCOUNTABILITY REPORT CARD
Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.0	25.81	338.2	91.61	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.08	4,853.0	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	6.7	1.82	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	74.29	12.0	3.25	11,953.1	4.28
Unknown	0.0	0.0	8.2	2.29	15,831.9	5.67
Total Teaching Positions	3.9	100.0	369.2	100	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.0	2.07	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.06	5566.4	2.0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	31.03	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	66.55	13.2	3.44	11746.9	4.23
Unknown	0.0	0.0	12.1	3.14	14303.8	5.15
Total Teaching Positions	2.9	100.0	385.8	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 2, 2024. Our high schools offer students updated textbooks aligned to the California State content standards. Students receive a copy of the text to use for the semester in core areas (English, math, social science, science). In addition, for Advanced Placement Courses, textbooks approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	English 4P, The Alchemist	2017	Yes	0%
	Journalism: Publishing Across Media	2016	Yes	0%
	Study Sync w/ Designated ELD Units	2022	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	2016	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 th Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
Science	Biology, California Edition – McDougal Littell	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
History-Social Science	World History: The Modern Era	2018	Yes	0%
	The Americans	1997	Yes	0%
	U.S. History	2019	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder’s American Government	2018	Yes	0%
	Economics: Principles in Action	2018	Yes	0%
	Civics in Practice: Principles of Government & Economics	2014	Yes	0%
	Economics	2000	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes	0%
	Spanish 1P, Avancemos 1	2017	Yes	0%
	Spanish 2P, Avancemos 2	2017	Yes	0%
	Spanish 3P, Descubre 3	2017	Yes	0%
	Spanish 1X, Descubre 2	2017	Yes	0%
	Spanish 2X, Imagina	2017	Yes	0%
	French 1, 3, & 4	1997-2000	Yes	0%
	French 1P, D'accord! 1	2017	Yes	0%
	French 2P, D'accord 1	2017	Yes	0%
	French 3P, D'accord 2	2017	Yes	0%
	French 4P, D'accord 3	2017	Yes	0%
	Chinese 1, 2, & 3	2007	Yes	0%
	Chinese 1P, Zhen Bang! Book 1	2017	Yes	0%
Chinese 2P, Zhen Bang! Book 1	2017	Yes	0%	
Chinese 3P, Zhen Bang! Book 2	2017	Yes	0%	
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	2016	Yes	0%

School Facilities

School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on November 28, 2024.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed at the time of inspection.
Interior: Interior Surfaces		No repairs are needed at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs are needed at the time of inspection.
Electrical: Electrical	Good	No repairs are needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Loose toilet seat in one restroom. Dispensers damaged in more than one restroom.
Safety: Fire Safety, Hazardous Materials	Good	No repairs are needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs are needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs are needed at the time of inspection.
Overall Rating	Good 92.31%	

School Facility Conditions and Planned Improvements

The condition of the Community Day School is excellent. All our modules were constructed in August 2013. There are no plans for any improvements currently.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed on time. A work order process provides efficient service, and that emergency repairs are given the highest priority. As a result, regular and corrective maintenance is handled on a priority basis, and emergencies are addressed immediately.

Cleaning Process and Schedule

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 or the district office. In addition, the principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

SCHOOL ACCOUNTABILITY REPORT CARD

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	54.84
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Community Day School parents are encouraged to participate in our students' education and development. Therefore, program parents are required to call the school once a week (or as often as desired) to check student progress. Unfortunately, many of our parents do not follow through on this requirement. Our staff regularly calls parents to give student updates, and we provide progress reports. Parents are allowed to participate in all parent events, including Open House, Parent Advisory Council, and School Site Council

Contacts:

- George Gaona (community advocate)
 - 626-671-0090 (English)
- Leticia Palma (parent of Gerlin Santana)
 - 626-652-1341 (English)

School Contact: (626) 442-0481

- Freddy Arteaga
- Erika Farias
- Adelina Aviles

Engagement

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	65	49	40	81.6
Female	20	16	13	81.3
Male	45	33	27	81.8
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	—	—	—	—
Filipino	—	—	—	—
Hispanic or Latino	65	49	40	81.6
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	—	—	—	—
English Learners	33	27	21	77.8
Foster Youth	—	—	—	—
Homeless	—	—	—	—
Socioeconomically Disadvantaged	63	48	39	81.3
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	36	25	19	76.0

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates, and
- Chronic absenteeism

Dropout Rate & Graduation Rate (Four-Year Cohort Rate)

School	2021-22	2022-23	2023-24
Dropout Rate	7.1	—	—
Graduation Rate	92.9	—	—

District	2021-22	2022-23	2023-24
Dropout Rate	7.9	8.2	11.8
Graduation Rate	85.4	81.0	84.7

State	2021-22	2022-23	2023-24
Dropout Rate	7.8	8.2	8.9
Graduation Rate	87.0	86.2	86.4

Graduation Rate by Student Group (Four-Year Cohort Rate) (2023–2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	—	—	—

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

State Priority: School Climate

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

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

SCHOOL ACCOUNTABILITY REPORT CARD

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	23.21	32.61	23.08
Expulsions	0.0	0.0	1.54
Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03
Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	23.21	1.54
Female	10.0	0.0
Male	28.89	2.22
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	23.08	1.54
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	27.27	3.03
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Socioeconomically Disadvantaged	22.22	1.59
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	27.78	0.0

School Safety

SB187 Safety Plan

Date the plan was last updated: 2/5/2024

Date the plan was last reviewed with staff: 3/1/2024

The current CDS safety plan addresses the following:

- Lock Downs (In case of an armed intruder, civil unrest, or law enforcement activity)
- Lock Out (In case of civil unrest, law enforcement activity, or unusual events in the area)
- Active Shooter (In case of an active shooter on the campus or gunshots heard)
- Earthquakes (Duck, cover, hold on, and evacuate when safe)
- Fires (Evacuation to a safe location)
- Shelter in Place (In case of hazardous materials released into the atmosphere)
- Fully stocked First aid kit available
- Lockdown bucket available
- Evacuation backpack available
- Covid 19 Safety Procedures

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	31.1
Psychologist	0.5	
Nurse	0.1	

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

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2021-22			2022-23			2023-24					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.0	22			2.0	8			2.0	14		
Mathematics	1.0	7			2.0	7			3.0	7		
Science	1.0	8			2.0	8			3.0	6		
Social Science	1.0	14			2.0	6			2.0	12		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

SCHOOL ACCOUNTABILITY REPORT CARD

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$43,901	\$10,032	\$33,868	\$111,540
District			\$24,655	\$108,949
State			\$10,771	\$105,265
Percent Difference: School/District			37%	2%
Percent Difference: School/State			214%	6%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, 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 at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,448	\$62,635
Mid-Range Teacher Salary	\$100,259	\$101,698
Highest Teacher Salary	\$129,551	\$128,982
Average Principal Salary (High)	\$177,545	\$182,697
Superintendent Salary	\$258,216	\$298,748
Percent of District Budget		
Teacher Salaries	30.0	30.11
Administrative Salaries	5.0	4.78

Other Funding (Fiscal Year 2023-24)

Funding is provided from some of the following special programs to supplement the core instructional program provided by the school district.

Program	Number of Pupils Served	Amount
Title I	10	\$7,009

Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all certificated and classified employees. Professional development opportunities are primarily available through added days during the school year, weekly or monthly late starts, summer workshops, and release time during the day. Staff also attend conferences outside of the district.

All professional development is targeted to support the student achievement goals described in the District's Local Control and Accountability Plan (LCAP), Local Educational Agency Plan (LEAP), and each school's Single Plan for Student Achievement (SPSA). Feedback is gathered annually, and data is analyzed throughout the district to target specific professional development during summer workshops. Prior professional development evaluation data is used to revise and guide future activities.

To facilitate the implementation of the Common Core State Standards, certificated staff actively engage in embedded professional development sessions structured around cycles of inquiry. These sessions are conducted within the English, Math, Science, and Social Science departments, where collaborative analysis of student formative assessment data informs instructional decision-making. At the same time, both site and district staff continually participate in training to enhance their knowledge of implementing a Multi-Tiered System of Support (MTSS).

Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional development at each comprehensive high school are provided by a Teacher-On-Special Assignment (TOSA), which supports services specifically for English Learners. Content Specialists in Math and Science and eleven (11) Course Leads also support each site. There are two TOSA positions to support all schools: 1) focusing on disaggregating data and supporting data analysis and 2) focusing on supporting Math instruction and alignment across all sites.

Additionally, classified staff districtwide can participate in two professional development days over Winter Break. During these sessions, EMUHSD staff provide learning opportunities to strengthen workplace efficiency and service to students and families.

SCHOOL ACCOUNTABILITY REPORT CARD

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/.

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines outlined 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 completed specified college course work, be eligible for admission to the UC. These requirements ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students living outside the local 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 historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.