

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Lighthouse Community Day School

Lighthouse Community School

2505 S. Sanderson Way
Fort Bragg, CA 95437
(707) 961-1017

Grades 9 – 12

Bruce Triplett, Principal
bttriplett@fbusd.usd

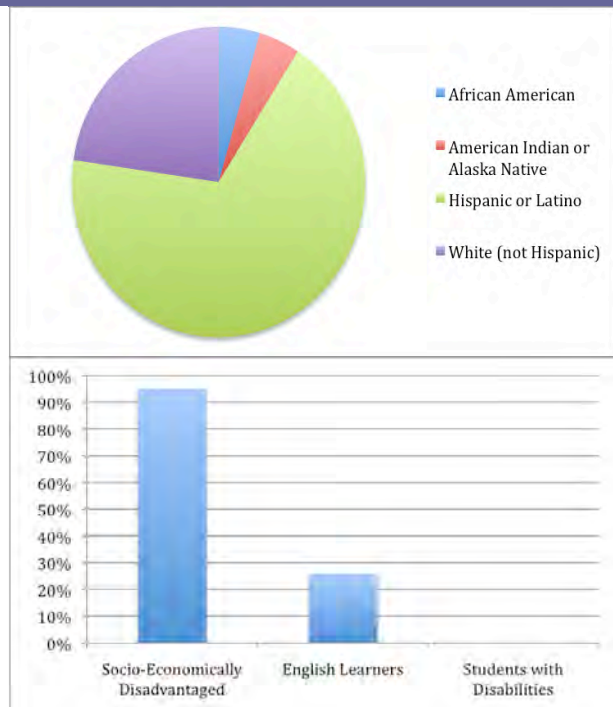
The mission of Lighthouse Community Day School is to provide quality education to at risk students so that each might master basic academic skills, develop adequate social skills and earn a diploma or equivalent.

Students are 9th - 12th graders. Our students often have behavior and attendance problems that interfere with educational achievement.

There are two classrooms with two full time teachers. The school is designed for a maximum enrollment of twenty-four students. One administrator and a full time administrative assistant staff the office.

Our school year is 180 days of instruction. School begins at 8:15 am and ends at 3:00 pm. We offer students a breakfast program before school, a late morning snack and an afternoon lunch. Local school activities are submitted to the local newsletter, the Westport Wave and the Fort Bragg Advocate News for public information.

Student Enrollment: 38



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.



Student Performance

Students Proficient or Above

English/Language Arts	17 %
Mathematics	*
Science	*
History/ Social Science	*

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	*
Statewide Rank (from 2009 Base API Report)	n/a: small school
2010-11 Program Improvement Status	In PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0 %
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers

With Full Credential	2
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	not available
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.

* Test scores are not reported when fewer than 10 students are tested.

High School Completion

Graduation Rate	*
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Post-Secondary Preparation

Students completing a Career Technical Education Program and high school diploma	*
Graduates completing all courses required admission to UC and/or CSU	*

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) 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.

About This School

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Students are 9th - 12th graders. Our students often have behavior and attendance problems that interfere with educational achievement.

There are two classrooms with two full time teachers. The school is designed for a maximum enrollment of twenty-four students. One administrator and a full time administrative assistant staff the office.

Our school year is 180 days of instruction. School begins at 8:15 am and ends at 3:00 pm. We offer students a breakfast program before school, a late morning snack and an afternoon lunch. Local school activities are submitted to the local newsletter, the Westport Wave and the Fort Bragg Advocate News for public information.

Student Enrollment 2009-10

By Grade

Grade	# Students
Grade 9	8
Grade 10	7
Grade 11	6
Grade 12	1

Total

By Group

African American	4.55%
American Indian or Alaska Native	4.55%
Asian	0
Filipino	0
Hispanic or Latino	68.18%
Pacific Islander	0
White (not Hispanic)	22.73%
Multiple or No Response	0
Socio-Economically Disadvantaged	95%
English Learners	26%
Students with Disabilities	0

Opportunities for Parental Involvement

Contact

Coni Belli or Bruce Triplett
(707) 961-2889.

Parent involvement is via Site Council, Student Study Teams, Pre-enrollment Conferences, Student Attendance Review Meetings, Back-to-School Night and Open House and quarterly awards banquets.

Our School Site Council approves the school's annual plan and applicable categorical budget expenditures. New Site Council members are always needed. To find out how you can volunteer at our school, please contact Coni Belli, or our principal, Bruce Triplett, at (707) 961-2889.



Data and Access

Data Quest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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 (eg: Academic Performance Index [PI], 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.

Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	7.0	2	0		9.5	2	0		8.6	2		
Mathematics	7.0	2	0		9.5	2	0		8.6	2		
Science	7.0	2	0		9.5	2	0		8.6	2		
Social Science	8.0	1	0		9.7	3	0		8.6	2		

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

School Climate

School Safety Plan 2008-09

Lighthouse has comprehensive plans for disaster preparedness and school safety. Campus is monitored during morning break, lunch and from thirty minutes before and after school each day.

There are cameras in both Lighthouse classrooms as well as around the campus as recommended by the Grand Jury Report.

Students and parents/guardians are given copies of the Student Handbook. Each quarter students take a test on the contents of the handbook.

Staff reviews emergency procedures each year. Fire, earthquake and disaster drills are regularly scheduled. Hand held walky-talkies were purchased to aid in implementing these procedures.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1057.1 %	600 %	72%	29.4 %	27.8 %	not available
Expulsions	0 %	0 %	0%	0.1 %	0.1 %	not available

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

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

There are currently two classrooms with a capacity of approximately twelve each. There is a separate administrative building where the administrative assistant and principal have offices. There is a recently completed third classroom that serves as a physical education/recreation/lunch room. All buildings are portables.

The facilities plan includes the addition of another portable classroom. This portable will be used as a student multi-purpose room to include lunch space for inclement weather, culinary arts, and recreational activities.

We have a part time maintenance person. The campus is clean and in an attractive wooded setting. The buildings are in good repair. Facilities inventories identify maintenance priorities. Facilities are inspected monthly for safety and hazards.

School Facilities Good Repair Status 2010-11				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status				Exemplary Good Fair Poor
				X

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

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	1	2	2	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

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

Support Staff

Academic Counselors and Other Support Staff 2009-10	
Title	FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/ Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	n/a

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.

Instructional Planning and Scheduling

Professional Development

The District provides time for collaboration, planning, and professional development for staff. Professional Development Days are scheduled annually. Staff members are encouraged to attend conferences, workshops and take college courses to continue their professional growth. Priorities are established via the strategic planning process.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2010-11

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Selected Literature from the High School – Locally Board adopted 2005 <i>Prentice Hall Timeless Voices Gold, Platinum, American Experience, and British Tradition</i> (2000) Standards aligned and locally Board adopted 2005 <i>High Point Intervention and ELD Program</i> – State Board Adopted 2002	0%
Mathematics	<i>Prentice Hall Precalculus</i> (2001) – Standards aligned and locally Board adopted 2005 <i>Prentice Hall Advanced Algebra</i> (1998) – Standards aligned and locally Board adopted 2005 <i>McDougal Littell Algebra 1</i> (2001) – Standards aligned and locally Board adopted 2001 <i>McDougal Littell Geometry</i> (2001) – Standards aligned and locally Board adopted 2001 <i>Calculus: Of A Single Variable – 8th Ed.</i> (2006) Standards aligned and locally Board adopted 2006	0%
Science	<i>Physics: Principles and Problems</i> (1977) – Use along with newer book listed below – Standards aligned and locally Board adopted 2005 <i>Marine Biology: Environment, Diversity</i> (1986) – Standards aligned and locally Board adopted 2005 – Newer book to be purchased in 2006 <i>Modern Chemistry</i> (2006) – Standards aligned and locally Board adopted 2006 <i>Conceptual Physics</i> (1997) – Standards aligned and locally Board adopted 2005. <i>Science Spectrum</i> (2001) – Standards aligned and locally Board adopted 2005. <i>General Science</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Biology: Principles and Explorations</i> (2001) – Standards aligned and locally Board adopted 2005. <i>Living in the Environment</i> (2004) – Standards aligned and locally Board adopted 2005 <i>Biology</i> (1993) – Standards aligned and locally Board adopted 2005	0%
History- Social Science	n/a	n/a
Foreign Language	n/a	n/a
Health	n/a	n/a

** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Total	Average Teacher Salary
School Site	not available	\$34,120
District	not available	\$50,149
Percent Difference – School Site and District		
State	\$5,681	\$61,706
Percent Difference – School Site and State		

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/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,500	\$38,970
Mid-Range Teacher Salary	\$44,500	\$59,776
Highest Teacher Salary	\$67,500	\$78,072
Administrator Salaries		
Average Elementary Principal	\$75,771	\$94,605
Average Middle School Principal	\$78,348	\$98,480
Average High School Principal	\$81,915	\$106,266
Superintendent Salary	\$120,000	\$144,721
Percent of Budget for		
Teacher Salaries	37.90 %	38.80 %
Administrative Salaries	7.00 %	6.00 %

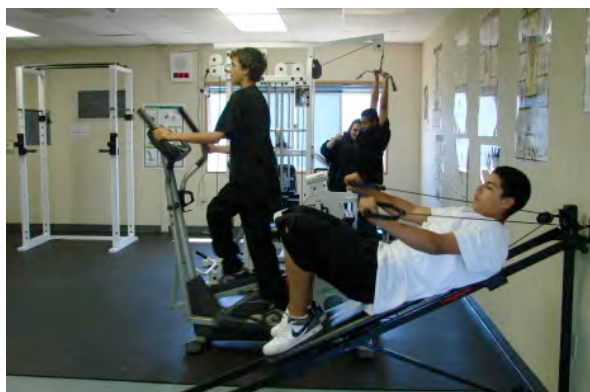
Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

Lighthouse is a comprehensive school and has curricula where all requirements for a high school diploma can be met. Lighthouse offers all students possibilities to move to less restrictive settings where they can earn credit outside of the regularly scheduled day, schedules for working students and opportunities to take community college classes. Counseling services are provided through a part time school counselor, Mendocino Youth Project, Mendocino County Mental Health and the AODP program.

Safe Passage provides social services to students, including help with Medi Cal eligibility. Lighthouse occasionally has students with Individual Education Plans. Certified special education staff from Fort Bragg High School provides case management. Direct services to meet educational objectives are provided by a paraprofessional staff member who is trained and supervised in providing individualized instruction.

Students identified as English Learners are able to be enrolled at Lighthouse and attend ESL classes at FBHS.



Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*	*	49	49	50	46	50	52
Mathematics	*	*	*	40	41	44	43	46	48
Science	*	*	*	51	51	54	46	50	54
History-Social Science	*	*	*	46	47	49	36	41	44

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). * Test scores are not shown when fewer than 10 students were tested.

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	*	*	*	*
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination (CAHSEE)

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 (below) in order to compute the Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information about CASHEE can be found at <http://cahshee.cde.ca.gov/>.

California High School Exit Examination (CAHSEE) Results for All Students Three Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	67.2	67.2	47.9	65.1	65.1	44.8	48.6	52.9	n/a
Math	52.9	52.9	42.2	52.3	52.3	40.3	49.9	51.3	n/a

Note: Scores are not shown when ten or fewer students are tested.

California High School Exit Examination (CAHSEE) Results Most Recent Year

Group	English-Language Arts (ELA)			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*

Fewer than 10 students were tested.

California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
9	Fewer than 10 students were tested.		

The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pfll>. Scores are not shown when fewer than ten students were tested.

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	Small schools are not ranked for API.		
Similar Schools			

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)				

This is either an LEA or Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	No	No
	Mathematics	No	No
API		No	Yes
Graduation Rate		Yes	Pending

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in Program Improvement	2006-07	2006-07
Year in PI	Year 3	Year 3
Number of Schools in this District Currently in PI		3
Percent of Schools in this District Currently in PI		37.5%

School Completion and Postsecondary Preparation

Drop-Out and Graduation Rate

This table displays the school's one-year dropout rate and graduation rates for the most recent three year period for which data are available. For comparison, data are also provided at the district and state level. More information is available at <http://dg.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Dropout Rate	7.1 %	0%	**	2.9	2.9	**	4.4 %	3.9 %	**
Graduation Rate	100 %	0%	**	83.7	90.7	**	80.6 %	80.2 %	**

** Data not available due to problems with CBEDS reporting system.

Completion of High School Graduation Requirements

Group	Graduating Class of 2010	
	School	District
All Students	In order to maintain privacy, when fewer than ten students are tested in an area, scores are not reported.	

Students in California public schools must pass both ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve, this table displays by student group, the percent who met all state and local graduation requirements for grade twelve completion.

Career Technical Education Programs (2009-10 School Year)

We have a computerized vocational aptitude and preference system. Our students have access to all of the ROP classes offered in the District. Jobs corps recruits on campus. We have an active work experience program. Approximately twenty-five per cent of our students are employed. Students complete a vocational senior project that promotes preparedness for post secondary employment and training.

Career Technical Education Participation (2009-10 School Year)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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 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 visit

<http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility: 1) specific high school courses; 2) grades in specific courses and test scores; and 3) 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, visit

<http://www.calstate.edu/SAS/admreq.shtml>.

Courses for University of California and/or California State University Admission 2008-09 School Year

This table displays, for the most recent year available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission is at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Lighthouse students have access to a guidance counselor who helps students prepare for college or vocational school. Students can meet with the counselor several times per year to plan for post high school education or training. Lighthouse students have the opportunity to make college visitations. Representatives of colleges and vocational training organizations make presentations to students.

Students can get help submitting applications and applying for financial aid from the school counselor and teaching staff.

Advanced Placement Courses (2009-10 School Year)

Subject	Number of AP Courses Offered	Subject	Number of AP Courses Offered
Computer Science	0	Mathematics	0
English	0	Science	0
Fine and Performing Arts	0	Social Science	0
Foreign Language	0	Other	0
Total # of Courses	0	Percent of Students in AP Courses	0%

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject, and the percent of the school's students enrolled in all AP courses. Details on AP enrollment is at <http://dq.cde.ca.gov/dataquest/>.

Scholastic Aptitude Test (SAT) Scores of High School Seniors

Percent of Seniors Taking the SAT Three Year Comparison

Subject	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ELA	42	35	30	40	35	31
Math	42	35	30	40	35	31

Average SAT Scores 2010

Subject	School	District	State
ELA	495	492	**
Math	503	501	**

** Data not available

Degree to Which Students are Prepared to Enter the Workforce