

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

Executive Summary School Accountability Report Card, 2007-08

Mark West Charter School

Address: 5350 Faught Rd. , Santa Rosa CA 95403

Phone: 707-524-2741

Principal: Pam Carpenter

Grade Span: K - 8

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Mark West Charter School provides a strong academic program in a positive environment with on campus classes for seventh and eighth grade students and a home study program for K- 8th grades. We are now eligible and have applied for the state Distinguished School Award. MWCS offers a physically and psychologically safe environment where students can participate in accelerated academic classes, a rich variety of electives, community service and apply their knowledge to meaningful projects. With a lower student teacher ratio, students can form valuable relationships with their peers and caring staff members. Off campus experiences enrich our program including trips such as Science and Teambuilding Camp, Angel Island Living History Program and college campus tours. To facilitate students developing good study habits and give parents convenient access to the information needed to best support their teens; we post all grades and work scores in a confidential online grade book system.

Student Enrollment

Group	Percent
Total Number of students	105
African American	5.1 %
American Indian or Alaska Native	1.02 %
Asian	3.06 %
Filipino	1.02 %
Hispanic or Latino	23.47 %
Pacific Islander	1.02 %
White (not Hispanic)	60.2 %
Multiple or No Response	5.1 %
Socioeconomically Disadvantaged	18 %
English Learners	9 %
Students with Disabilities	4 %

Teachers

Indicator	Teachers
Teachers with full credential	4

Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Mark West Charter School is a clean, well maintained campus with all buildings in good condition. We currently have 5 classrooms, a student lounge, an office and restroom facilities. Two of the classrooms house cabinets with class sets of notebook computers. We share a multipurpose room which includes a stage and commercial kitchen with our neighboring elementary school, San Miguel. There is a large sports field behind our classrooms. Students participate in weekly community service including assisting with set up and clean up of lunch helping them take pride in these areas. A key is checked out by our teens for the restrooms to ensure they remain clean and safe areas.

Repairs Needed

. No repairs are needed at this time

Corrective Actions Taken or Planned

None needed at this time

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 6612
District	\$5778
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	7 th grade = 74 % 8 th grade= 60%

Mathematics	7 th grade = 62 %	8 th grade Algebra = 30%
Science	(cumulative)	8 th grade = 63%
History-Social Science	(cumulative)	8 th grade = 57%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	828
Statewide Rank (from 2007 Base API Report)	8
2008-09 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	NA

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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 schools contact information.

School		District	
School Name	Mark West Charter	District Name	Mark West Union
Address	5350 Faught Rd., Santa Rosa, CA 95403	Phone Number	707-524-2970
Web Site	www.mwcharter.org	Web Site	www.mwusd.org

Phone Number	707-524-2741	Superintendent	Kay Schultz
Principal	Pam Carpenter	E-mail Address	kschultz@mwusd.org
E-mail Address	pcarpenter@mwcharter.org	CDS Code	49-70805-0105890

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

This section provides information about the school's goals and programs.

Mark West Charter School's Core Purpose

We are the charter school for those who choose:

- Education through challenging academics
- An environment that is physically and psychologically safe

Where:

- The gift in every child is recognized and supported
- Young adults are educated to become citizens that make a difference in the world

Mission Statement

- Through strong family involvement, community interaction and project-based learning, Mark West Charter School develops lifelong learners prepared to be innovative participants in the global community. The Mark West Charter School creates an academically rich curriculum where all students meet rigorous standards by blending a traditional classroom centered program with an independent study program that includes time on campus.
- The school is committed to:
- Partnering staff, students, and community to create a unique, challenging, individualized learning environment with an accelerated, academically rich curriculum for all students
- Providing a safe, nurturing environment
- Developing self-motivated, self-disciplined and socially responsible students
- Applying academic learning to real-life activities through project-oriented programs
- Providing advanced opportunities in science, technology, languages and the arts
- Building programs that foster thinking which is original, critical, collaborative and reflective
- Respecting diversity and the developing student-cognitive, emotional, social and physical
- Offer an educational experience that prepares pupils for successful learning opportunities after middle school
- Creating a haven where middle school students have the opportunity to build sustained, caring relationships with their teachers, peers and other community members.

This mission statement reflects the vision developed by the Mark West Charter Development Team. This vision identified three elements critical to developing educated children who are well prepared for the 21st century: strong academics, community interaction and family involvement. The result will be an academically demanding, community-connected middle school program with strong family involvement creating a unique learning community blending the strengths of both students educated full time in the regular classroom and students educated at home. To implement this vision requires eight components that address one or more of these **key elements**:

Standards – Children excel when standards are high and when academic achievement is valued. All students will be expected to perform at their highest level and to excel in the content areas outlined in the state curriculum standards.

Family Participation – Children understand the importance of learning when they experience their family investing time in supporting that effort. Families will contribute in a variety of significant ways to support both their own children's efforts to excel and to enhance the learning experiences of all

students at the school.

Project-Based Learning – Knowledge is best retained when it is used. Students will develop and acquire new skills by participating in interactive projects, hands-on learning activities and field trips into the community. Project oriented programs allow students to learn and apply academics to real-life activities so that knowledge is meaningful, long lasting and effective.

Technology – In today’s society, technology plays a significant role in everyday life and global affairs. Every student will have ready access to technology and will learn to use it for research, analysis, communication, organization and self-expression.

Formal Enrichment Activities – All students will benefit from regular exposure to a variety of programs such as foreign language, life skills, physical education, music and other fine arts.

Community Connection- Public schools must produce knowledgeable and involved citizens. Students will learn to understand their connection to the community and their responsibilities as members. The curriculum will incorporate service learning projects and community-based, hands-on activities.

Diversity- Citizens of the 21st century need a concrete understanding of the diversity of language and culture in both their immediate community and the world.

Personalization – At Mark West Charter School each student will be well known and valued as an individual with his/her specific needs taken into consideration.

Those who wish to learn more are welcome to read our entire charter at the Mark West Charter School Office or on our website at www.mwcharter.org.

Opportunities for Parental Involvement (School Year 2007-08)

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

At MWCS we have many opportunities for parental involvement. We ask that parents commit to volunteering 40 hours per year (about an hour a week). Parents help with morning break and lunch supervision, office work, special activities, field trips, transport or supervise students to community service projects, and coaching sports. There are also opportunities to volunteer evenings and weekends helping to chaperone special events, Saturday work parties, school beautification, etc. Parents who have difficulty working at the school are invited to help with phone calling, shopping (for projects, art, science, or special activities), baking for events, create forms and letters, assist with fundraisers, or participate in PTA activities like our science fair and spring extravaganza events.

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
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	51
Grade 8	54

Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	105

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
African American	5.1 %
American Indian or Alaska Native	1.02 %
Asian	3.06 %
Filipino	1.02 %
Hispanic or Latino	23.47 %
Pacific Islander	1.02 %
White (not Hispanic)	60.2 %
Multiple or No Response	5.1 %
Socioeconomically Disadvantaged	18 %
English Learners	9 %
Students with Disabilities	4 %

III. School Climate

School Safety Plan (School Year 2007-08)

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

The district safety Plan is available for review at the Mark West District Office. At Mark West Charter School we review sections of the safety plan at staff meeting every other week. We received extra training through RESIG last spring. We also implement the Safe School Ambassadors Program to ensure a positive, safe environment and empower students to avoid and resolve conflicts successfully.

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
Suspensions	8.2	9.4	9.5	3.3	4.1	2.3
Expulsions	0	0	0	0.0	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

All buildings are in good condition and provide adequate space for all activities.

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	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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
Overall Summary	X			

V. Teachers

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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	5	4	4	81
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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 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 [NCLB Web site](#).

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

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	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	Contract as needed	105
Social Worker	0	N/A
Nurse	Contract as needed	N105
Speech/Language/Hearing Specialist	Contract as needed	3
Resource Specialist (non-teaching)	Contract as needed	5
Elective Teachers	3	40 (2 classes daily)

VII. Curriculum and Instructional Materials

Quality, Currency, 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.

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	High Quality, State Adopted	0
Mathematics	High Quality, State Adopted	0
Science	High Quality, State Adopted, Lab Materials Available	0
History-Social Science	High Quality, State Adopted	0
Foreign Language	High Quality, State Adopted	0
Health	State recommended materials and programs are available	0
Visual and Performing Arts	A variety of resources and materials are available for these programs	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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 and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6520	\$724	\$5793	\$59006
District	N/A	N/A	5778	\$60976
Percent Difference – School Site and District	N/A	N/A		.9%
State	N/A	N/A	\$5300	\$61488
Percent Difference – School Site and State	N/A	N/A	8.6%	4.1%

Types of Services Funded (Fiscal Year 2007-08)

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

MWCS offers a full day academic program for seventh and eighth grades including a varied selection of elective choices along with a K-8 home study program. Older home study students may enroll in afternoon elective classes if they choose. Younger students may attend one day on campus per week. In addition, we offer enrichment for strong students, academic support for Title 1 students and services for students with Individualized

Education Plans, or who are learning English as a second language. Academic support classes are offered for students experiencing difficulty in math and language arts. There is an after school homework club with a certified teacher offering tutoring three days per week for any students interested in completing their work in this manner. A study hall and tutoring are also available at lunch break.

There are many elective classes from which to choose. All students may choose three electives per quarter allowing them to explore many subject areas. We offer Spanish Foreign Language, Leadership, Yearbook, Journalism, Technology and Keyboarding, Music, Physical Education/Health, Debate and Public Speaking, Videography and Art. A hot lunch program and transportation services within district boundaries are also available.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40743	\$39773
Mid-Range Teacher Salary	\$59155	\$61167
Highest Teacher Salary	\$76069	\$78093
Average Principal Salary (Elementary)	\$99139	\$97851
Average Principal Salary (Middle)	\$96038	\$102064
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$135507	\$140582
Percent of Budget for Teacher Salaries	42.3 %	41.0 %
Percent of Budget for Administrative Salaries	5.2 %	5.9 %

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.

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	54	55	67	60	60	61	42	43	46
Mathematics	30	33	46	60	60	59	40	40	43
Science	36	55	63	42	45	60	35	38	46
History-Social Science	47	41	57	47	41	57	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	*	*	*	*
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	54	46	50	58
Pacific Islander	*	*	*	*
White (not Hispanic)	75	48	71	65
Male	65	49	57	54
Female	68	44	69	62
Economically Disadvantaged	65	50	*	
English Learners	*	*	*	*
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

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.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2006	2007
Statewide	8	7	8
Similar Schools	N/A	1	N/A

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	-7	43	29	828
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		37	41	862
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.

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

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.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	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.

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.

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 site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0	0	0				3.1	3.5	4.4
Graduation Rate	NA	NA	NA				85.0	83.0	97.3

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 the 12th grade, 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. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	"	"	N/A
American Indian or Alaska Native	"	"	N/A
Asian	"	"	N/A
Filipino	"	"	N/A
Hispanic or Latino	"	"	N/A
Pacific Islander	"	"	N/A
White (not Hispanic)	"	"	N/A
Socioeconomically Disadvantaged	"	"	N/A
English Learners	"	"	N/A
Students with Disabilities	"	"	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

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

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 at the [DataQuest](#) Web site.

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

XII. Instructional Planning and Scheduling Professional Development

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

We are dedicated to professional development enabling our teachers to do the best possible job with our students. New teachers participate in the Beginning Teacher Support Program through Sonoma County Office of Education for their first two years of teaching. More experienced teachers participate in training according to their needs and interests. Whenever possible, we train our entire staff to ensure all students benefit and our program is consistent. We all belong to professional organizations and attend their various conferences. There are three pre-service days at the beginning of the year and every Wednesday is an early release day allowing staff members time for training and collaboration each week.