

Executive Summary School Accountability Report Card, 2007-08

For *Village Charter School*

Address: 4614 Old Redwood Hwy Santa Rosa
Principal: Rebecca Ivanoff

Phone: 707-591-9262
Grade Span: K - 6

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

The Village Charter School, founded in 1999, is a tuition-free public charter school serving children in Sonoma County. Our emphasis is on developing a small, friendly, multicultural, multi-age learning environment. Currently we serve 60 students in our Village, with three classrooms of children in grades K-6.

The Village Charter School is designed for families who want to take an active role in the education of their children. Parent support is needed in the classroom and in many other capacities, including governing the school, organizing fundraisers and festivals, keeping our school and gardens beautiful and much more. The result is a strong feeling of community among children, parents, teachers and staff.

The Village Charter School is delighted to be part of the Windsor Unified School District. In May, 2007, the Windsor Board of Trustees approved our charter and welcomed us into their community. We look forward to maintaining a strong partnership with our authorizing school district.

Student Enrollment

Group	Enrollment
Number of students	52
African American	5.77%
American Indian or Alaska Native	3.85%
Asian	3.85%
Filipino	3.85%
Hispanic or Latino	17.31%
Pacific Islander	1.92%
White (not Hispanic)	63.46%
Multiple or No Response	%
Socioeconomically Disadvantaged	17%
English Learners	%
Students with Disabilities	17%

Teachers

Indicator	Teachers
Teachers with full credential	3
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

This general description and summary was provided by RGM and Associates May 2007.

This complex was built in the 1960's as a private school and has been in continuous operation since construction. There are two buildings: one containing three classrooms the second containing one classroom. Each classroom has a bathroom and built-in storage. There is a playground area with metal playground equipment and a field beyond.

Although we would not recommend purchasing or leasing this facility long-term, it could be suitable for a short-term lease. The rooms are in overall good condition and have been well-maintained over the years, although they have not been modernized. The facilities are not up to current school standards. However, the building meets current code and there are no indications that it would be uncomfortable or unsafe to occupy. The site as a whole is not wheelchair accessible.

The overall condition of the facilities did not raise any major safety concerns. As noted, the facility was built well initially, and has been well maintained. Village Charter School will have to determine how well this facility meets their immediate needs and short-term goals.

Repairs Needed

Corrective Actions Taken or Planned

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	748
Statewide Rank (from 2007 Base API Report)	
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	%

Postsecondary Preparation

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

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.

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	
School Name	Village Charter School	District Name	Windsor Unified School District
Street	4614 Old Redwood Hwy	Phone Number	707-837-7701
City, State, Zip	Santa Rosa, CA 95403	Web Site	www.wusd.org
Phone Number	707-591-9262	Superintendent	Steve Herrington
Principal	Rebecca Ivanoff	E-mail Address	
E-mail Address	vcsofficemanager@gmail.com	CDS Code	49-75358-0114934

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

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

The Village Charter School is dedicated to providing a quality education in a positive and respectful multi-age environment where world cultures are explored, our connection to nature is honored, and character development is nurtured. Our school is a place where the intellectual, imaginative, and humanitarian promise of each student is cultivated and celebrated in a community that practices mutual respect, embraces diversity, and inspires a passion for learning.

Opportunities for Parental Involvement (School Year 2007-08)

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

Parent Participation & Support

The Village Charter School is a cooperative organization where parents and staff work together to ensure the success of our students. Parents are integrated into all aspects of the school's operation, and their participation, both inside and outside of the classroom, is essential in creating and implementing the school's educational program and maintaining its supportive environment.

Following are the expectations for the family of every child attending the Village Charter School:

1) We expect each family to volunteer at least 60 hours per year (divided between the classroom and the school). Many think of this as an average of 1 hour per week in or for the class, and 20 hours per year at the school level, as a guideline. There are many ways for parents to share their time and talents with the Village. If work schedules make classroom support difficult, we welcome the involvement of other relatives to help, or will work with you to find ways to support the school during evenings and weekends. Our school depends on this participation and commitment to run as a community charter school; it is essential that all parents understand that our school is sustained by the participation of every family.

2) We ask each family to participate in supporting the Village through our Program Support Pledge (PSP). Charter schools receive the same money per day, per child, as a public school, but must pay for their own site, utilities, and other services. Thus, we (like most charter schools) encourage parents to help through a monthly donation, at a level they are able to (Suggested monthly pledge is \$100. Families may pledge more or less, as they are able, but every contribution makes a difference.) Program support pledges are part of our annual budget, and monies are used to pay for staff support, enrichment programs, festivals and supplies.

How to Volunteer

Village parents and even grandparents find many ways to joyfully fulfill their family's volunteer hours and enrich our school at the same time. Many people find themselves inspired to serve many more than 60 hours, which our school counts on as well. Studies have shown that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems and higher aspirations also have been correlated with an increase in parent involvement.

In the classroom, parents assist the teacher as needed, working with small groups and individuals to ensure all children get the help and attention they need to succeed. Parents also may bring in their own talents or passions to share with the children, such as art, music, sewing, cooking, dance, yoga, construction, etc. Driving on fieldtrips is always one of the big areas of need, and all who can do this are greatly appreciated. Parents also perform daily classroom cleaning jobs and assist with field trip research, scheduling, and many more tasks which the teachers will announce at the beginning of the school year, and as the year goes on.

At the whole-school level, the school relies on parents to perform many non-classroom jobs to support the greater school. There is always something for everyone, from helping with school and garden maintenance and improvement, coming on Work Party Days to do whatever is needed, to helping organize fundraisers and festivals, doing outreach, serving on the Board of Directors, and much more. There are job sign-ups at the beginning of each year, as well as opportunities throughout the year to do various tasks. Our Work Parties are always a fun, social time to get a lot done. One or more adults from each family also come three times during the year to help clean the school on a weekend. Thank you in advance for all your help!

[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												
Mathematics												
Science												
Social Science												

III. School Climate

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

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

In the event of a major disaster (fire, earthquake, flood) during school hours, children will be kept at school. They will be released only to previously authorized individuals. The exception would be in the event of a serious injury, when we would send the child for emergency medical care. It is absolutely imperative that the Emergency Card and Student Release Card at school be kept current and accurate. It is the primary document used to locate you or the people you've designated to pick up your child. Your child will **NOT** be released to anyone who is not on this emergency card.

Telephone systems quickly become overloaded in an emergency, so please do not try to phone the school. Instead, come to school or send a person from your emergency card to pick up your child. Check your local radio and television stations for information during local disasters and emergencies. Mark your local radio station **KSRO 1350 AM** on your radio's dial. Your family should be made familiar with these stations and their roles in local emergencies.

[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				5.1	5.5	5.9
Expulsions				0.2	0.3	0.4

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 Village Charter School is currently working on a water collection system to alleviate water drainage issues during heavy rainfall.

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential			3	264
Without Full Credential			0	3
Teaching Outside Subject Area of Competence			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
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District		
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		n/a
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		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.

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		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%

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
School Site				
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

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.

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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	\$41,327	\$37,916
Mid-Range Teacher Salary	\$58,134	\$58,151
Highest Teacher Salary	\$72,761	\$75,396
Average Principal Salary (Elementary)	\$91,604	\$91,086
Average Principal Salary (Middle)	\$98,061	\$95,220
Average Principal Salary (High)	\$104,208	\$101,661
Superintendent Salary	\$151,942	\$136,091
Percent of Budget for Teacher Salaries	38.5%	38.5%
Percent of Budget for Administrative Salaries	4.2%	5.8%

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			56			49			46
Mathematics			22			40			43
Science			*			47			46
History-Social Science						37			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				
Pacific Islander				
White (not Hispanic)	47	18		
Male	36	18		
Female	69	25		
Economically Disadvantaged				
English Learners				
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
English-Language Arts									
Mathematics									

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
All Students						
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						

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	
7	
9	

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	2006	2007
Statewide			
Similar Schools			

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				748
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	n/a			
Students with Disabilities	n/a			

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	N/A	No

[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	1
Percent of Schools Currently in Program Improvement	n/a	12.5

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
Dropout Rate (1-year)				1.1	1.9	6.3	3.1	3.5	4.4
Graduation Rate				92.7	88.3	80.8	85.0	83.0	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/tg/hs/>. 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	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists 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 career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

[Advanced Placement Courses \(School Year 2007-08\)](#)

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. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		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.

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