

Mark West Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Michelle Franci, Vice Principal

 Principal, Mark West Charter

About Our 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 an Independent Study Program for K- 8th grades. MWCS has earned the California Distinguished School Award by the California Department of Education. Our staff is dedicated to offering a physically and psychologically safe environment where students participate in rigorous academic classes, a rich variety of electives, community service learning, and apply their knowledge to meaningful projects. With a smaller school size, students often form lasting relationships with their peers and caring staff members. Off campus experiences enrich our program including trips such as Science and Teambuilding Camp and college campus tours. To facilitate students developing effective study habits and give parents convenient access to the information needed to best support their teens; scores and grades are posted in a confidential online grade book system. Parents and teens appreciate consistent communication from the dedicated staff. Please take a moment to read the full school description and mission statement later in this document. We also welcome families to come visit our campus and see firsthand the exciting learning opportunities available!

Contact

*Mark West Charter
4600 Lavell Rd.
Santa Rosa, CA 95403-1205*

*Phone: 707-524-2741
E-mail: mfranci@mwusd.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Mark West Union Elementary	School Name	Mark West Charter
Phone Number	(707) 524-2970	Street	4600 Lavell Rd.
Superintendent	Ron Calloway	City, State, Zip	Santa Rosa, Ca, 95403-1205
E-mail Address	rcalloway@mwusd.org	Phone Number	707-524-2741
Web Site	http://www.mwusd.k12.ca.us	Principal	Michelle Franci, Vice Principal
		E-mail Address	mfranci@mwusd.org
		Web Site	www.mwcharter.org
		County-District-School (CDS) Code	49708050105890

Last updated: 1/9/2017

School Description and Mission Statement (School Year 2016-17)

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:

- Young adults are educated to become citizens who make a difference in the world

Mission Statement

Mark West Charter School fosters a school culture where every member of the school community is provided powerful instruction in 21st Century skills and common core academics. Progress will be measured by District Benchmarks, formative and statewide assessments, as well as performance tasks. We will use technology, project based learning, and a caring, dedicated staff to meet the social-emotional and academic needs of each and every student. We will provide differentiation during the instructional day to ensure students get the level of support they need to succeed. Students will participate in community service projects to find a connection to their surroundings and ways they can become active members in their community.

The school is committed to:

- Partnering staff, students, and community to create a unique, challenging, individualized learning environment , and an academically rich curriculum for all students
- Providing a safe, nurturing environment

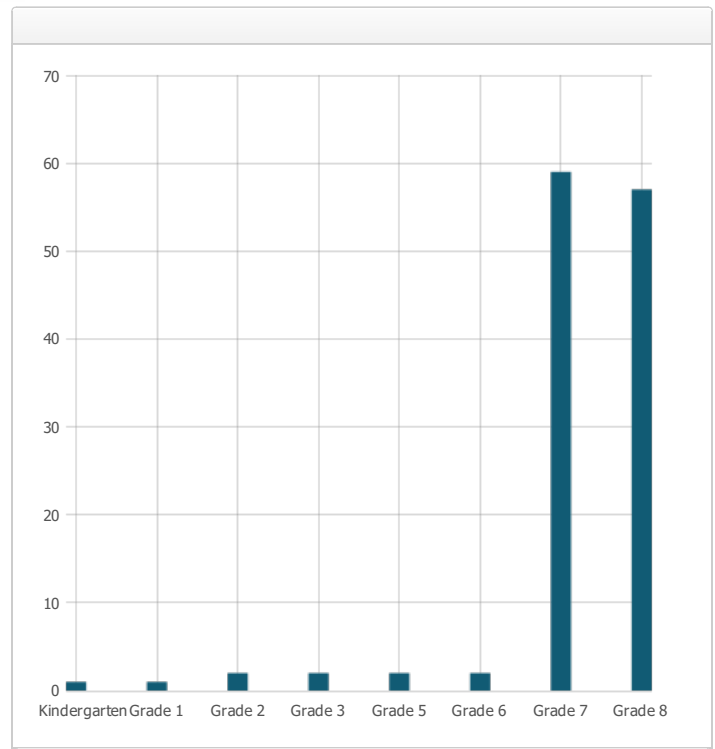
- Developing self-motivated, self-disciplined and socially responsible students
- Applying academic learning to real-life activities through project-oriented programs
- Building programs that foster thinking which is original, critical, collaborative and reflective

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 mwcharter.org.

Last updated: 12/19/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	2
Grade 3	2
Grade 5	2
Grade 6	2
Grade 7	59
Grade 8	57
Total Enrollment	126



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	4.0 %
Asian	2.4 %
Filipino	0.0 %
Hispanic or Latino	32.5 %
Native Hawaiian or Pacific Islander	0.8 %
White	55.6 %
Two or More Races	4.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.5 %
English Learners	7.1 %
Students with Disabilities	4.8 %
Foster Youth	0.0 %

Last updated: 1/5/2017

A. Conditions of Learning

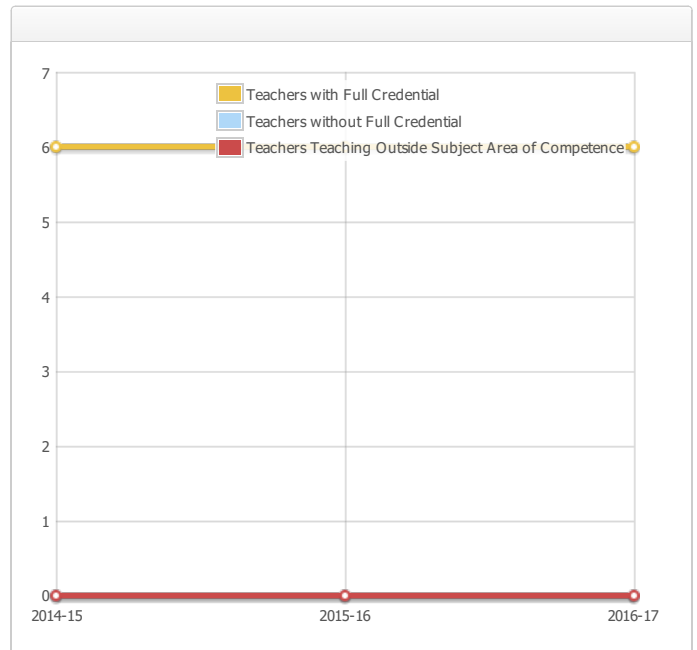
State Priority: Basic

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

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

Teacher Credentials

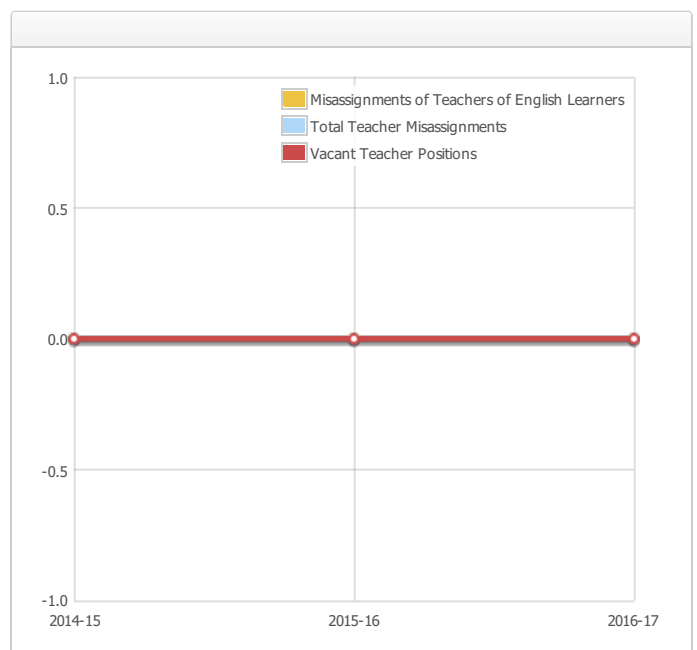
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	6	6	81
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7-8th Timeless Voices, Times Themes, Prentice Hall, Supplemented with Common Core State Standards aligned materials	Yes	0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/5/2017

School Facility Conditions and Planned Improvements

The Mark West Union School District (District) on behalf of the Mark West Charter School takes great effort and care to ensure that the Charter office and classrooms are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the District Office.

The District uses a Maintenance work order tracking system "MyTechdesk" the District staff uses this system to report items that require attention. The maintenance staff uses this system to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs and items that could have a negative effect on learning are given the highest priority.

Cleaning Process and Schedule:

The District has established cleaning standards and cleaning rotation/Schedules for the Charter School. A summary of these standards and schedules are available at the Director of Maintenance's office. The Director of Maintenance works ongoing with the custodial staff to ensure a clean and safe school.

Deferred Maintenance Budget:

The District is in an ongoing mode of retrofitting old inefficient lighting fixtures with new energy efficient lamps and ballasts. The district has scheduled for an energy efficiency evaluation to be completed in the spring 2016.

Charter will be moving to the Mark West Campus Summer of 2016

Mark West Charter buildings are included in the Mark West Facility Inspection Tool Report.

Last updated: 1/9/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
----------------	------

Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	65.0%	52.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	50.0%	53.0%	42.0%	50.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100.0%	60.7%
Male	26	26	100.0%	50.0%
Female	35	35	100.0%	68.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	73.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	61.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	45.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	54	98.2%	68.5%
Male	24	24	100.0%	62.5%
Female	31	30	96.8%	73.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	55.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100.0%	49.2%
Male	26	26	100.0%	50.0%
Female	35	35	100.0%	48.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	53.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	31.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	54	98.2%	59.3%
Male	24	24	100.0%	62.5%
Female	31	30	96.8%	56.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	45.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	67.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	44.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	78.0%	80.0%	66.0%	69.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/6/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	57	56	98.3%	80.4%
Male	25	25	100.0%	80.0%
Female	32	31	96.9%	80.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	24	24	100.0%	70.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	86.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	61.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/6/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4%	24.6%	36.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/6/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

At MWCS parents are welcomed and have opportunities for involvement. Choices for volunteering are available for different times of day, evening and even some Saturdays. Parents can help with office work, special activities, field trips, transport and/or supervise students for community service projects, and assist with coaching sports teams.

The opportunities to volunteer evenings and weekends include helping to chaperone special events, Saturday volunteer days, 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, creating forms and letters, or supervising weekend community service. Parents are also encouraged to participate in Mark West Site PTA, Site Council, MWUSD Governing Board, or Mark West Education Foundation meetings and/or activities like our annual Fall Festival, Science Fair, Elves' Workshop, Parent Education Nights, Walk-a-Thon, or fund raising events. Surveys show that the vast majority of parents find being involved at school to be fun and rewarding.

State Priority: Pupil Engagement

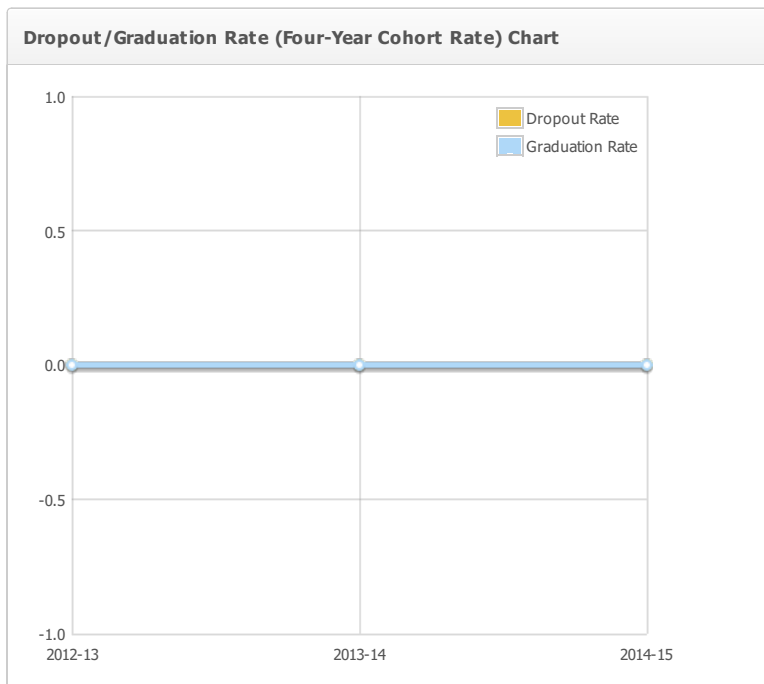
Last updated: 12/19/2016

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00			



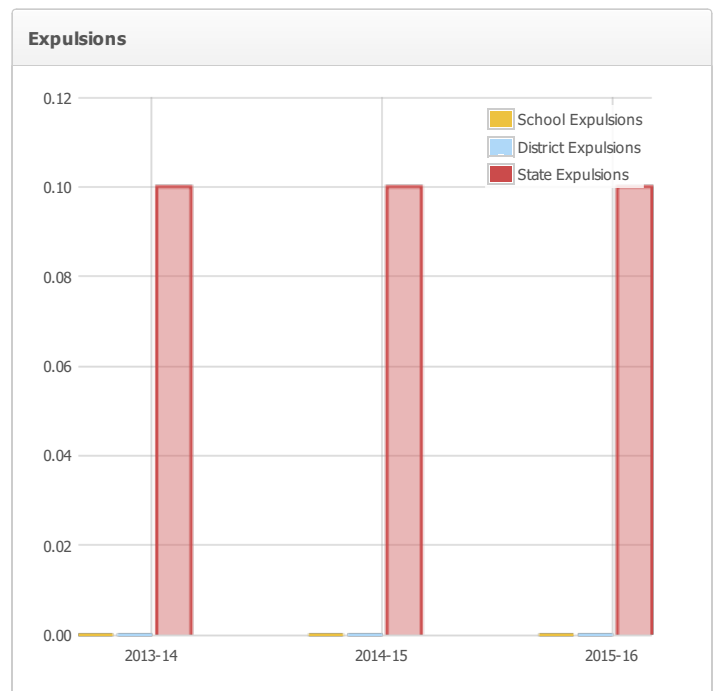
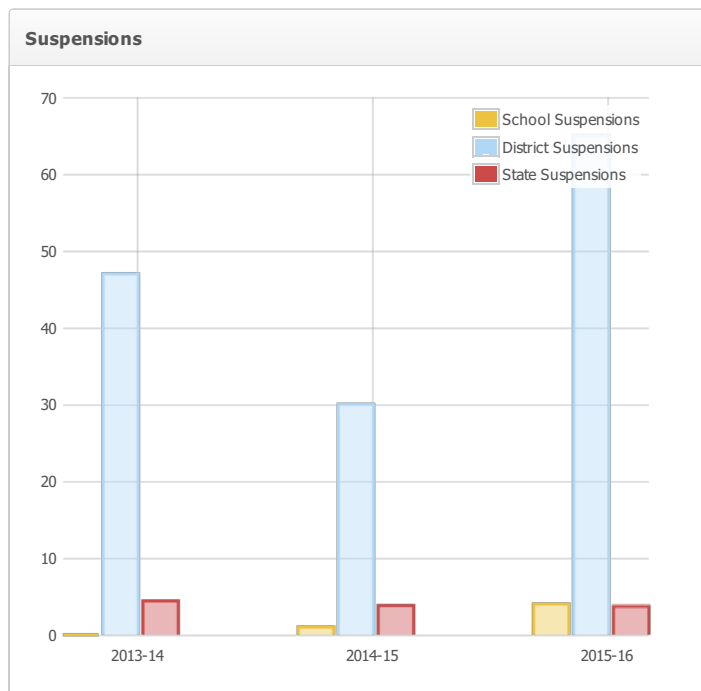
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.0	4.0	47.0	30.0	65.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2017

School Safety Plan (School Year 2016-17)

The school's comprehensive safety plan is on file at the district office as well as the school site. It outlines procedures, following SEMS, for emergencies or natural disasters. The plan is reviewed and updated each year by staff and the SSC. Fire, earthquake, or lock-down drills are conducted monthly. Safety inspections are done routinely by the maintenance department, especially prior to school opening.

The staff roles in case of an emergency are outlined in the comprehensive plan. A "flip-book" of emergency responses for various situations and drill procedures are kept in an obvious location in each classroom. Classrooms and all common areas (library, computer lab, for example) are equipped with a red emergency bag containing first aid supplies.

To further ensure students' physical and psychological safety, we implement structured peer conflict resolution and character development programs including Safe School Ambassadors, to maintain a positive, safe environment and empower students to avoid and/or resolve conflicts successfully. Well trained adults supervise our teens at all times. Each student has an organizational planner which includes a section at the front with the MWCS Code of Conduct. This document includes expectations and consequences which are consistently and fairly employed by staff. Violations of expectations will be addressed in a positive, respectful, reasonable, and related manner. Keeping in mind that mistakes are opportunities to learn and grow, consequences will be issued on a severity continuum that can include conferene with the teacher, phone call to parent, written reflection or apology, conflict mediation, behavior plan, loss of privileges, suspension, or expulsion.

Last updated: 12/19/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

Last updated: 12/13/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	1	4	0	29.0	0	4	0	29.0	0	4	0
Mathematics	25.0	1	4	0	29.0	0	4	0	29.0	0	4	0
Science	25.0	1	4	0	29.0	0	4	0	29.0	0	4	0
Social Science	25.0	1	4	0	29.0	0	4	0	29.0	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

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

Last updated: 1/5/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7530.0	\$208.0	\$7322.0	\$56605.0
District	N/A	N/A	\$8067.0	\$65098.0
Percent Difference – School Site and District	N/A	N/A	-9.2%	-13.0%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/13/2016

Types of Services Funded (Fiscal Year 2015-16)

Supplemental services and programs include a Math Squared elective class to support students struggling with CCSS in math, Academic Academy to support students in completing classwork and homework, and an after school homework program when staffing is available. Students with an IEP, or other needs as agreed upon in a Student Study Team meeting or 504 Plan meeting have access to an RSP teacher in Directed Studies Class.

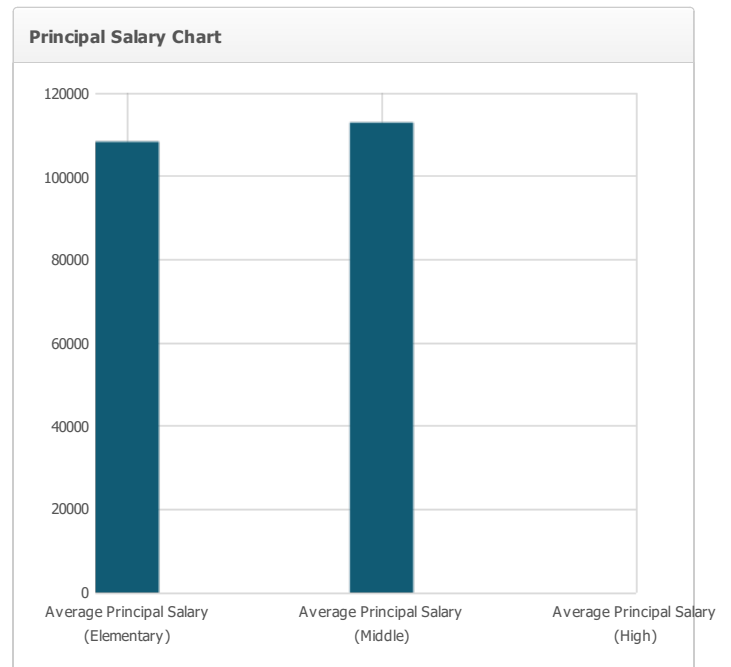
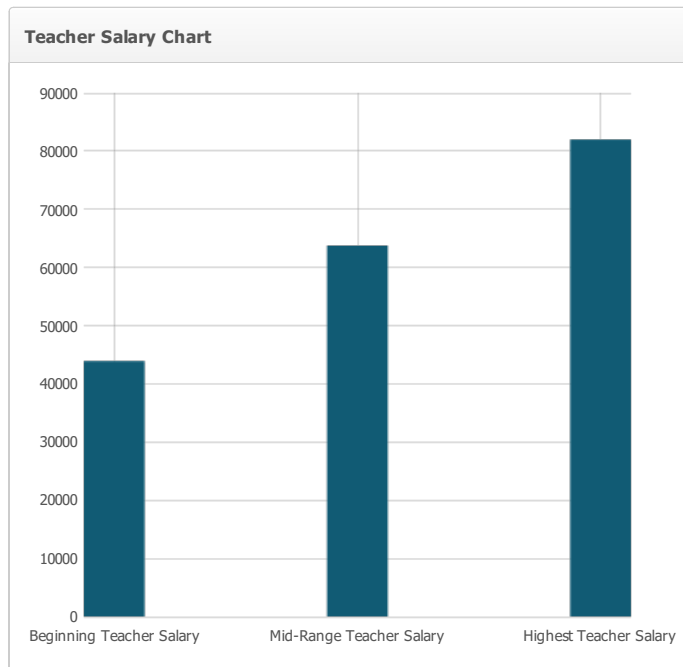
Opportunities for enrichment are available through our elective classes such as Foreign Language, Digital Media Production, Journalism, Yearbook, Technology, Science Enrichment, etc. Algebra 1 enrichment class is available to students as an additional math class offered during electives. This class will support eighth grade students who are ready for algebra as a freshman.

Last updated: 12/19/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,920	\$44,507
Mid-Range Teacher Salary	\$63,770	\$68,910
Highest Teacher Salary	\$82,003	\$88,330
Average Principal Salary (Elementary)	\$108,310	\$111,481
Average Principal Salary (Middle)	\$112,905	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$142,000	\$169,821
Percent of Budget for Teacher Salaries	37.4%	39.0%
Percent of Budget for Administrative Salaries	4.9%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/13/2016

Professional Development

Our staff development program is aligned with the district and school site's goals and priorities. We support certificated personnel throughout the district to plan together and attend workshops on best practices for standards based instruction. With the state adoption of the Common Core State Standards and a shift in assessment to a computer based assessment, the primary focus for staff development has been implementation of the Common Core State Standards. In support of our English Language Learners, staff has received additional training in assisting EL's in meeting the CCSS. In alignment with our Strategic Plan, the district has provided support in the form of a Project Based Learning support teacher who goes into each classroom coaching and supporting teachers in planning and

implementing project based learning in the classroom. All staff are receiving training and support in the area of Social Emotional Wellbeing through our Director of Student Services and Counselor.

The district relies heavily on the support of the County Office of Education, which provides a wide range of professional development opportunities in implementation of CCSS and Next Generation Science Standards (NGSS). We utilize early release days, known as "site days" and "district days" as well as faculty meetings to provide training for staff. With the adoption of a new Common Core aligned math program, an area of focus during early release days has been in support of mathematics.

All new teachers participate in the North Coast Teacher Induction Program through Sonoma County Office of Education during their first two years of teaching. These classes are held after school hours and each new teacher is assigned an experienced mentor for the entire process. More experienced teachers participate in training according to their needs and interests.

Last updated: 12/19/2016