

Executive Summary School Accountability Report Card, 2006-07

For *William Finch Charter School*

Address: 451 S Villa Ave., Willows, CA 95988
Principal: Susan Domenighini, Interim

Phone: (530)934-6320 ext 3551
Grade Span: K-12

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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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 mission of the Wm. Finch School is to deliver a standards-based educational experience to each child in a home environment. This will be accomplished by promoting student mastery in basic skills and to understand and apply their knowledge in successful and meaningful ways.

The Wm. Finch Independent Study Program began in 1985 with 10 students and one teacher. Today, the CDS identified K-12 school boasts nine (9) high quality teachers and averages over 150 students. To ensure a quality education, families and students are assigned a teacher who provides an individual educational plan for each student's success. We utilize a standards-based curriculum that includes new state-adopted textbooks, supplies tracking materials and student field trips designed to enhance the taught curriculum. New assignments are written and reviewed with families and students. Students share their successful comprehension of the standards of the previous assignments with their teacher and parents in weekly/bi-weekly conferences.

Wm. Finch School maintains a supportive learning environment and a faculty of outstanding teachers and staff committed to nurturing and developing the intellectual, physical, emotional and moral capacity of each student. We believe our operational framework integrates the following eight essential elements for a successful school: a safe learning environment; rigorous K-12 curriculum; agreed-upon pedagogy; rich and varied instructional resources; continuous collection of student assessment data resulting in content learning strategies; quality professional development; family/community engagement; and a delineated administrative system.

Wm. Finch School became a Charter on May 13, 2004. The school plan is to maintain the independent study focus. Two Learning Centers afford the school the ability to hold certain classes on-site.

Student Enrollment

Group	Enrollment
Number of students	135
African American	2%
American Indian or Alaska Native	0%
Asian	3%
Filipino	0%
Hispanic or Latino	15%
Pacific Islander	2%
White (not Hispanic)	113%
Multiple or No Response	0%
Socioeconomically Disadvantaged	20%
English Learners	0%
Students with Disabilities	0%

Teachers

Indicator	Teachers
Teachers with full credential	10
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

William Finch is housed in two recently completed buildings. Additionally, GCOE has hired full time maintenance staff to support the buildings. No repairs were found to be needed..

Repairs Needed

No repairs where found to be needed.

Corrective Actions Taken or Planned

None

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%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	6718\$
District	\$
State	\$

Student Performance

Subject

Students Proficient and Above on California Standards Tests

English-Language Arts	50%
Mathematics	19%
Science	16%
History-Social Science	9%

Academic Progress

Indicator

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	681
Statewide Rank (from 2007 API Base Report)	4
2007-08 Program Improvement Status (PI Year)	no

School Completion		Postsecondary Preparation	
Indicator	Result	Measures	Percent
Graduation Rate	Met the standard	Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	14%
		Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

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 California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	William Finch Charter	District Name	Glenn County Office of Education
Street	451 S Villa Ave.	Phone Number	(530)934-6575
City, State, Zip	Willows, Ca 95988	Web Site	http://www.glenncoe.org/
Phone Number	(530)934-6320 ext. 3551	Superintendent	Arturo Barrera
Principal	Susan Domenighini, Interim	E-mail Address	abarrera@glenncoe.org
E-mail Address	sdomenighini@glenncoe.org		n/a

School Description and Mission Statement

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

The mission of the Wm. Finch School is to deliver a standards-based measurably superior educational experience to each child in a home environment. This will be accomplished by promoting student mastery in basic skills and to understand and apply their knowledge in successful and meaningful ways.

The Wm. Finch Independent Study Program began in 1985 with 10 students and one teacher. Today, the CDS identified K-12 school boasts nine (9) high quality teachers and averages over 150 students. To ensure a quality education, families and students are assigned a teacher who provides an individual educational plan for each student's success. We utilize a standards-based curriculum that includes new state-adopted textbooks, supplies tracking materials and student field trips designed to enhance the taught curriculum. New assignments are written and reviewed with families and students. Students successfully share their successful comprehension of the standards of the previous assignments with their teacher and parents in weekly/bi-weekly conferences.

Wm. Finch School maintains a supportive learning environment and a faculty of outstanding teachers and staff committed to nurturing and developing the intellectual, physical, emotional and moral capacity of each student. We believe our operational framework integrates the following eight essential elements for a successful school: a safe learning environment; rigorous K-12 curriculum; agreed-upon pedagogy; rich and varied instructional resources; continuous collection of student assessment data resulting in content learning strategies; quality professional development; family/community engagement; and a delineated administrative system.

Wm. Finch School became a Charter on May 13, 2004

Opportunities for Parental Involvement

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

Parents are involved with the education of their students as the primary teacher. Over the last several years, the William Finch Independent Study program has been working in cooperation with students, parents, community members and school staff to develop a charter school that provides its' students the opportunities designed to meet individual needs to become literate, lifelong self-directed learners.

Parents participate in focus-group meetings and understand the importance of their active engagement in the education of their children. Parents of children enrolled at Wm. Finch School are equally involved through meetings for inclusion in the school's programs with their student's teachers, field trips and family activities. The school culture has developed through the school community stakeholders contributing to the development and shared vision of the Wm. Finch School.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	4	Grade 8	14
Grade 1	3	Ungraded Elementary	
Grade 2	3	Grade 9	14
Grade 3	11	Grade 10	15
Grade 4	7	Grade 11	15
Grade 5	8	Grade 12	20
Grade 6	10	Ungraded Secondary	
Grade 7	11	Total Enrollment	135

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	3	White (not Hispanic)	120
American Indian or Alaska Native		Multiple or No Response	
Asian	2	Socioeconomically Disadvantaged	37
Filipino		English Learners	
Hispanic or Latino	9	Students with Disabilities	3
Pacific Islander	2	n/a	n/a

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).

William Finch is a non-classroom or Independent Study program, Therefore there is not class size data.

II. School Climate

School Safety Plan

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

The school safety plan, updated annually, has been developed and practiced. Fire and evacuation procedures, lock down, natural disasters, traumatic events, power outages, chemical accidents, lockdown, civil disturbance, earthquake, and bomb threats. Teachers and students practice procedures each year.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

As a charter school using primary non-classroom based instruction our discipline issues focus primarily on work production and attendance. As this is a purely voluntary program our primary recourse is disenrollment.

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.

Because of the nature of the independent study charter students are not suspended or expelled.

III. School Facilities

School Facility Conditions and Improvements

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.

William Finch is housed in two recently completed buildings. Additionally, GCOE has hired full time maintenance staff to support the buildings. The facilities are in good repair.

School Facility Good Repair Status

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

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			

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	10	10	10	
Without Full Credential	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	2005-06	2006-07	2007-08
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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	all	0
All Schools in District	all	0
High-Poverty Schools in District	all	0
Low-Poverty Schools in District	all	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitutes are available through Glenn County Office of Education. There are properly credentialed according to standards.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated at least every other year based on their time in service. The evaluations are based on the California Teaching Standards.

V. Support Staff

Academic Counselors and Other Support Staff

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	
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

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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	K-6 HM Reading California03 McDougal Language of Lit 9-12	0
Mathematics	CAS-mathematics MacMillan/Prentice Hall Pre Alg/Alg 1 04	0
Science	MacMillian-McGraw Hill 08 Science 07	0
History-Social Science	Harcourt Reflections 07 Gencoe-Disc. Our Past	0
Foreign Language	On Line	0
Health	Harcourt Brace - Healthy You 96 Glencoe - Teen Health	0
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	6040			4029
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

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

The charter school receives a block grant . This helps to cover programs such as GATE and Intervention, but does not specifically fund any supplemental services.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38273	
Mid-Range Teacher Salary	53950	
Highest Teacher Salary	71676	
Average Principal Salary (Elementary)	*	
Average Principal Salary (Middle)	*	
Average Principal Salary (High)	*	
Superintendent Salary		
Percent of Budget for Teacher Salaries	**	
Percent of Budget for Administrative Salaries	**	

* There was no principal assigned to William Finch in the 06-07 school year.

**As a non-classroom based school, over 85% of all costs were part of direct services.

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	61	51	50	*					
Mathematics	15	20	19						
Science	14	14	16						
History-Social Science	14	11	9						

The District and school numbers are the same.

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.

The numbers are too small to report.

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.*

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

The numbers are too small to report.

NRT Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

The numbers are too small to report.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE 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.*

CAHSEE Results 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts	51	19	*	same			65	61	77
Mathematics	32	19	*†				63	59	76

* The numbers are too small to report

CAHSEE Results by Student Group - 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
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)		83			39	
Male						
Female		64			37	
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site 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.*

The numbers are too small to report.

IX. 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 CDE Web site 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. 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	2004	2005	2006
Statewide	6	4	4
Similar Schools	Not available	Not available	Not available

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School		146	136	135
African American	2	1	2	2
American Indian or Alaska Native	0	1	2	0
Asian	0	0	2	2
Filipino	0	0	0	0
Hispanic or Latino	6	14	9	7
Pacific Islander	0	2	2	2
White (not Hispanic)	68	64	75	79
Socioeconomically Disadvantaged	32	29	20	37
English Learners	n/a	n/a		0
Students with Disabilities	n/a	n/a		3

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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		
Participation Rate - English-Language Arts	No	
Participation Rate - Mathematics	No	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API		
Graduation Rate	Yes	

X. School Completion and Postsecondary Preparation

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	9.6	9.1	2.1	1.2	5.6	5.6	3.2	3.3	3.1
Graduation Rate	77.3	72	77.8	94.1	94.5	78.1	86.7	85.3	84.9

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 2006-07 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 CDE Web site 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 2007		
	School	District	State
All Students	9		356, 641
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2		
Pacific Islander			
White (not Hispanic)	7		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

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 CDE Web site at

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

William Finch Carter School is supported by the Glenn County Office of Education Leadership. This includes Fiscal, Human Resource, Special Education, Curriculum and Instruction Expertise. nt of Glenn County Office of Education. Prior to that, she was in the classroom for 7 years after moving here from San Jose. . Joanne Chapman, has been with Wm. Finch for over 20 years and Lead Teacher for 5 years.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Wm. Finch continued its focus on staff development for all teachers. Teachers were trained on how to use Dibles and Enterprise Math assessments. Conferences on independent study strategies and charter school issues were attended. Achievement and benchmark data was reviewed. Professional Development days focused on learning how to use new science textbooks. Academic goals for each child were reviewed and updated for 2006-2007.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	*	36,000
1	*	50,400
2	*	50,400
3	*	50,400
4	*	54,000
5	*	54,000
6	*	54,000
7	*	54,000
8	*	54,000
9	*	64,800
10	*	64,800
11	*	64,800
12	*	64,800

Due to the change in program 05-06 from non-classroom based to classroom & non-classroom, a clear accounting has not been kept of the full instructional minutes. The school does not receive funding specifically for classroom based programming.