

Executive Summary of School Accountability Report Card (SARC)

Lighthouse Community Day School

Covering the 2007-08 School Year

Published during 2008-09

Lighthouse Community School

250 S. Sanderson Way

Fort Bragg, CA 95437

(707) 961-964-2889

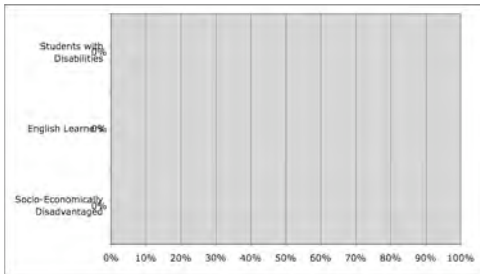
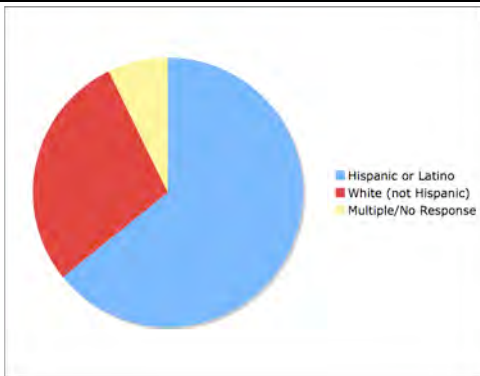
Grades 9 – 12

Principal: Bruce Triplett,

btriplett@fbusd.us

Student Enrollment

Number of Students	14
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Teachers

Teachers with Full Credential	1
Teachers without full credential	1
Teachers teaching outside area of competence	0
Mis-assignments of teachers of English learners	0
Total teacher mis-assignments	0

About This School

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

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

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

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

Pupils Lacking Textbooks or Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	na
Health	0%
Science Laboratory Equipment	na
Expenditures Per Pupil (Unrestricted Sources Only)	
School Site	\$
District	\$
State	\$4,943
Student Performance Students Proficient and Above on California Standards Tests	
English/Language Arts	*
Mathematics	*
Science	*
History Social Science	*
* Fewer than 10 students tested	
Academic Progress	
2007 API Growth Score	473
Statewide Rank	B
2007-08 Program Improvement Status	In PI

School Completion	
Graduation Rate	*
Post-Secondary Preparation	
Measure	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 Facilities

Summary of Most Recent Site Inspection

Passed all areas of recent inspection.

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None needed.

Note: Throughout this SARC, scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Lighthouse Community Day School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Contact – 2008-09

Lighthouse Community Day School

250 S Sanderson Way
Fort Bragg, CA 95437
(707) 964-2889

Grades 9 – 12

Principal: Bruce Triplett

btriplett@fbusd.us

CDS code: 23-65565-2330355

Fort Bragg USD

(707) 961-2850

Web site: www.fbusd.us

Superintendent: Don Armstrong

darmstrong@fbusd.us

Data and Access

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 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.

School Description and Mission Statement

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

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

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

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

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/sal/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment 2007-08	
by Grade	
Grade Level	Number of Students
Grade 9	5
Grade 10	4
Grade 11	3
Grade 12	2
Ungraded Secondary	0
Total	14
by Group	
Group	% of Total Enrollment
African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64.29%
Pacific Islander	
White (not Hispanic)	28.57%
Multiple or No Response	7.14%
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

Opportunities for Parental Involvement	
Contact	Bruce Triplett
Phone	(707) 961-2889
<p>Parent involvement is via Site Council, Student Study Teams, Pre-enrollment Conferences, Student Attendance Review Meetings, Back-to-School Night and Open House and quarterly awards banquets.</p> <p>Our School Site Council approves the school's annual plan and applicable categorical budget expenditures. New Site Council members are always needed. Spanish translators are also needed at many school meetings. To find out how you can volunteer at our school, please contact Coni Belli, or our principal, Bruce Triplett, at (707) 961-2889.</p>	

Average Class Size and Class Size Distribution Secondary Schools

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English								7.0	2	0		
Mathematics								7.0	2			
Science								7.0	2			
Social Science								8.0	1			

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

School Climate

School Safety Plan 2007-08

Lighthouse has comprehensive plans for disaster preparedness and school safety.

Campus is monitored during morning break, lunch and from thirty minutes before and after school each day.

Cameras will be installed this year in both Lighthouse classrooms as well as around the campus as recommended by the Grand Jury Report.

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

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

Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1016.7%	430.8%	290%	31.5 %	26.1 %	29.4 %
Expulsions	0 %	0 %	0 %	0 %	0 %	0 %

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School Facilities

School Facility Conditions and Planned Improvements in 2008-09

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

The facilities plan includes construction of new basketball courts. We are excited to say the court has been constructed and finally available for student use.

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

School Facilities Good Repair Status 2008-09

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	n/a		not applicable
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	n/a		not applicable
Other	X		

Overall Summary of Facility Good Repair Status

Good

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

Teachers

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	1	2	1	121
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2006-07

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	71.4 %	28.6 %
All Schools in District	95.4 %	4.6 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	95.4 %	4.6 %

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

Support Staff

Academic Counselors and Other Support Staff 2007-08

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials 2008-09

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

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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2006-07

Level	Total	Sup- plemental	Basic	Average Teacher Salary
School Site	\$16,035	\$15,222	\$813	\$52,655
District			\$8,056	\$50,945
Percent Difference – School Site and District				3%
State			\$5,300	\$59,271
Percent Difference – School Site and State				-11%

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/>.

Types of Services Funded Fiscal Year 2007-08

Lighthouse is a comprehensive school and has curricula where all requirements for a high school diploma can be met. Lighthouse offers all students possibilities to move to less restrictive settings where they can earn credit outside of the regularly scheduled day, schedules for working students and opportunities to take community college classes.

Counseling services are provided through Mendocino Youth Project, Mendocino County Mental Health and the AODP program.

Safe Passage provides social services to students, including help with Medi Cal eligibility.

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

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

Teacher and Administrative Salaries Fiscal Year 2006-07

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,334	\$37,916
Mid-Range Teacher Salary	\$44,036	\$58,151
Highest Teacher Salary	\$64,459	\$75,396
Administrator Salaries		
Average Principal Salary (Elementary)	\$78,968	\$91,086
Average Principal Salary (Middle)	\$81,394	\$95,220
Average Principal Salary (High)	\$78,662	\$101,661
Superintendent Salary	\$110,400	\$136,091
Percent of Budget for		
Teacher Salaries	38.4 %	38.5 %
Administrative Salaries	6.6 %	5.8 %
<i>Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.</i>		

Student Performance

California Standards Tests (CST)

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>.

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	0	7	*	45	44	49	42	43	46
Mathematics	0	0	*	35	34	40	40	40	43
Science			*	45	46	51	35	38	46
History-Social Science			*	31	40	46	33	33	36

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year

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

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.

California High School Exit Examination (CASHEE)

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.

CASHEE Performance for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English/Language Arts	*	*	*	53.5	56.8	65.1	51.1	48.6	52.9
Mathematics	*	*	*	42.7	51.7	52.3	46.8	49.9	51.3

The table above displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

CASHEE Performance for Student Groups – Most Recent Year

Group	English/Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socio-Economically Disadvantaged	32.8	52.9	14.3	47.1	29.4	23.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

The table above displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

California Physical Fitness Test Results 2007-08

Grade Level	Percent of Students Meeting Fitness Standards
Grade 9	*

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/pfl>. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.

Accountability

Academic Performance Index (API)

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 – Three-Year Comparison

API Rank	2005	2006	2007
Statewide		B	B
Similar Schools		B	B

"N/A"	means a number is not applicable or not available due to missing data.
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
"A"	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
"B"	6119184
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
"E"	indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005 to '06	2006 to '07	2007 to '08	2008
All Students at the School	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

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.

AYP Overall and by Criteria 2007-08

AYP Criteria	School	District	Adequate Yearly Progress The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: <ul style="list-style-type: none"> • 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).
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	No	
API	Yes	Yes	
Graduation Rate	Yes	Yes	

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.

Federal Intervention Program 2008-09

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	37.5	
<p><i>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 CDE Web site at http://www.cde.ca.gov/ta/la/cl/ay/.</i></p>		

Dropout and Graduation Rate

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-year)	0%	0%		4.0%	4.8%	2.9%	3.1%	3.5%	4.4%
Graduation Rate	71.0%	n/a		75.2%	73.9%	83.7%	85.0%	83.0%	79.5%
<p><i>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/.</i></p>									

School Completion & Post-Secondary Preparation

Completion of High School Graduation Requirements

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

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.

Career Technical Participation – 2007-08

We have a computerized vocational aptitude and preference system. Our students have access to all of the ROP classes offered in the District. Jobs corps recruits on campus.

We have an active work experience program. Approximately twenty-five per cent of our students are employed. Students complete a vocational senior project that promotes preparedness for post secondary employment and training.

Measures	CTE Participation
Number of Pupils	*

Courses for University of California and/or California State University Admission 2007-08

Students Enrolled in Courses Required for UC/CSU Admission	*
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** To protect student privacy, scores are not shown when 10 or fewer students are tested.*

College Admission Test Preparation Course Program

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

Students can get help submitting applications and applying for financial aid from the Fort Bragg High School counseling staff.

Instructional Planning and Scheduling

Professional Development

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