

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

Executive Summary School Accountability Report Card, 2007-08

West Sacramento School for Independent Study School

Address: 1200 Anna St. , West Sacramento CA 95605-2006 Phone: 916-375-7650

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

About This School

Our Vision

Yolo Education Center and the West Sacramento School for Independent Study is a caring community of stakeholders working together in a safe and healthy environment inspiring, supporting and empowering each other to learn and grow.

Our Mission

The mission of Yolo Education Center and the West Sacramento School for Independent Study is to provide a safe, personalized environment that inspires, supports and empowers all to learn and grow.

Our graduates will be:

- Communicators who:
 1. Listen actively
 2. Read for understanding
 3. Speak clearly
 4. Use technology proficiently
- Problem solvers who:
 5. Share thoughts
 6. Work collaboratively
 7. Complete the task
- Independent learners who:
 8. Think critically
 9. Set self-directed goals
 10. Perform the tasks planned
 11. Assess the accomplished tasks
- Academic achievers who:
 12. Show continuous mastery of State and District standards
 13. Have access to advanced levels of education and workforce skills
- Successful responsible citizens who:
 14. Serve the community
 15. Create and adapt to change in a positive manner
 16. Develop positive interpersonal relationships
 17. Respect cultural diversity

Yolo Education Center provides the following alternative programs: West Sacramento School for Independent Study, Yolo High School, Opportunity School, Yolo County's Teen Center, Cal-Works, as well as concurrent Washington Adult Education School. It provides a personalized alternative education program so that the personal academic needs and

life goals of our students will be met, their individual self worth will be realized and, with personal effort and staff assistance, a diploma from the Washington Unified School District will be earned.

In order to graduate and receive a diploma from the Yolo Education Center and the West Sacramento School for Independent Study each student must meet district graduation requirements and pass the California High School Exit Exam. The vision of the staff is that each student will develop a positive self-concept as a learner and a person, and develop the ability to function at higher cognitive levels in all subjects. It is our goal that students will apply all the skills of communication, problem solving, decision-making and personal accountability to their students and their lives as well as demonstrate a concern for others and the environment.

At West Sacramento School for Independent Study students are assessed and an individualized program is developed based on student needs and abilities.

The staff's primary purposes are to help students achieve their educational goals, to work with each student as a unique person, and to have students meet the Washington Unified School District and the California state academic standards.

There is a strong relationship between students and staff at West Sacramento School for Independent Study. The students demonstrate their sense of school pride and respect by working together to maintain a positive, friendly working environment.

Two full-time campus aides help to ensure the safety of all students. Two custodians (1 day-time and 1 night-time) maintain the cleanliness of the campus and rarely have to clean up graffiti or vandalism. During the staff meetings and the regular Monday meetings, the staff works together to identify and solve problems related to teaching, student learning, and the high expectations each teacher holds for all students. West Sacramento School for Independent Study has a very low number of disciplinary incidents even though many of the students who attend the school have had several prior disciplinary infractions at their former schools. This is a result, in part, due to the diligence and dedication of the administration and staff and clear rules and guidelines for student behavior. It also reflects a well-crafted Small Learning Center. Students have indicated that they feel cared for and safe at West Sacramento School for Independent Study. The Yolo Education Center facilities are safe, clean, and well maintained, given that the building is one of the oldest buildings in Washington Unified School District. The community approved a bond issue six year ago that provided for extensive renovation and modernization of WUSD facilities, including the Yolo Education Center.

The school maintains a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, and high expectations for all students and a focus on continuous school improvement.

Student Enrollment

Group	Percent
African American	6.25 %
American Indian or Alaska Native	2.08 %
Asian	3.13 %
Filipino	%
Hispanic or Latino	33.33 %
Pacific Islander	3.13 %
White (not Hispanic)	44.79 %
Multiple or No Response	7.29 %
Socioeconomically Disadvantaged	33 %
English Learners	8 %
Students with Disabilities	3 %
Total Number of students	96

Teachers

Indicator	Teachers
Teachers with full credential	5
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

The site is in overall good condition. This site was reduced in size by having two deteriorating portables removed during the summer of 2008. The site also underwent some modifications to two separate restrooms to comply with ADA requirements for staff and students. The site received a significant amount of painting in the summer of 2008 as well. The staff parking lot was redesigned and resurfaced. Fencing was installed to accommodate the parking lot redesign.

Repairs Needed

None

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,968
District	\$4,771
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	25%
Mathematics	20%
Science	10%
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	618
Statewide Rank (from 2007 Base API Report)	1
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	75%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	West Sacramento School for Independent Study	District Name	Washington Unified
Street	1200 Anna St.	Phone Number	916-375-7600
City, State, Zip	West Sacramento , CA 95605-2006	Web Site	www.wusd.k12.ca.us
Phone Number	916-375-7650	Superintendent	Steven Lawrence
Principal	Kerry Koerwitz	E-mail Address	
E-mail Address	kkoerwitz@wusd.k12.ca.us	CDS Code	57-72694-5730080

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

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

The mission of Yolo Education Center is to provide a safe, personalized environment that inspires, supports and empowers all to learn and grow. Our graduates will be:

1. Communicators who: listen actively, read for understanding, speak clearly and use technology proficiently.
2. Problem solvers who: share thoughts, work collaboratively, and complete the task.
3. Independent learners who: think critically, set self-directed goals, perform tasks planned, and assess the accomplished tasks.
4. Academic achievers who: show continuous mastery of State and District standards and have access to advanced levels of education and workforce skills.
5. Successful responsible citizens who: serve the community, create and adapt to change in a positive manner, develop positive interpersonal relationships and respect cultural diversity.

Opportunities for Parental Involvement (School Year 2007-08)

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

Parents have various opportunities to become actively involved in the school. Each year, parents are asked to fill out a questionnaire indicating how they can or would like to get involved at the school. They are also asked to contact the Principal or school staff for additional information.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	0

Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	1
Grade 8	6
Ungraded Elementary	0
Grade 9	10
Grade 10	21
Grade 11	26
Grade 12	31
Ungraded Secondary	0
Total Enrollment	96

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	6.25 %
American Indian or Alaska Native	2.08 %
Asian	3.13 %
Filipino	%
Hispanic or Latino	33.33 %
Pacific Islander	3.13 %
White (not Hispanic)	44.79 %
Multiple or No Response	7.29 %
Socioeconomically Disadvantaged	33 %
English Learners	8 %
Students with Disabilities	3 %

III. School Climate

School Safety Plan (School Year 2007-08)

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

The school safety plan is reviewed and updated with staff each school year.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	34.4	27.9	23.2
Expulsions	0.0	0.0	0.0	0.3	0.5	0.2

IV. School Facilities

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

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

The site is in overall good condition. This site was reduced in size by having two deteriorating portables removed during the summer of 2008. The site also underwent some modifications to two separate restrooms to comply with ADA requirements for staff and students. The site received a significant amount of painting in the summer of 2008 as well. The staff parking lot was redesigned and resurfaced. Fencing was installed to accommodate the parking lot redesign.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	4	4	5	345
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.6	5.4
High-Poverty Schools in District	96.5	3.5
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.20	
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students have up-to-date standards aligned textbooks in all curricular areas that are taught on our campus as is required by the Williams Settlement.	0%
Mathematics	"	0%
Science	"	0%
History-Social Science	"	0%
Foreign Language	"	0%
Health	"	0%
Visual and Performing Arts	"	0%
Science Laboratory Equipment (grades 9-12)	"	0%

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,175	\$207	\$3,968	
District	\$7,917	\$3,146	\$4,771	\$54,955
Percent Difference – School Site and District	53%	7%	83%	
State	N/A	N/A	\$5300	\$62157
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2007-08)

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

Following are some of the programs available to meet the student needs at the Yolo Education Center:

The Opportunity Program is an adjustment program for those students (in grades 7-9) experiencing difficulties in school who may be in danger of becoming irregular in attendance or disorderly during attendance.

General Education Diploma (GED) preparation instruction is available for those students who are 18 and over. This instruction prepares students for the broad based, nationally normed exam and the certificate issued by the State of California.

A long-term relationship exists between Yolo High and the Teen Parent Program. We partner in our efforts to raise healthy, educated young mothers, fathers, children and families. The Teen Parent Program requires teamwork and provides positive parent skills with a strong academic base.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37870	\$39692
Mid-Range Teacher Salary	\$54793	\$62830
Highest Teacher Salary	\$73803	\$80472
Average Principal Salary (Elementary)	\$94600	\$98460
Average Principal Salary (Middle)	\$100609	\$104522
Average Principal Salary (High)	\$110378	\$114549
Superintendent Salary	\$150000	\$166547
Percent of Budget for Teacher Salaries	39.6 %	40.2 %
Percent of Budget for Administrative Salaries	5.5 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	29	16	23	33	36	39	42	43	46
Mathematics	14	18	18	39	39	39	40	40	43
Science	12	3	12	23	27	34	35	38	46
History-Social Science	11	8	11	25	23	26	33	33	36

Note: 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.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*		*	*
Asian	*			*
Filipino	*	*		*
Hispanic or Latino	14	6	*	0
Pacific Islander	*	*	*	
White (not Hispanic)	30	28	20	18
Male	28	14	8	19
Female	20	21	17	7
Economically Disadvantaged	14	8	*	
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 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.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	78.6	21.4	0.0	84.6	7.7	7.7
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic

performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	2	2	1
Similar Schools	N/A	N/A	N/A

- "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" 5730080
- "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.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-7	-36	53	618
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

- "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" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "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.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics

Percent proficient on the state's standards-based assessments in ELA and mathematics

API as an additional indicator

Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	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

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the

Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	2.9	3.6	25.3	3.8	3.6	6.1	3.1	3.5	4.4
Graduation Rate	78.3	64.3	77.9	77.6	73.0	77.9	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	20	335	N/A
African American	0	18	N/A
American Indian or Alaska Native	1	9	N/A
Asian	3	53	N/A
Filipino	0	8	N/A
Hispanic or Latino	7	103	N/A
Pacific Islander	1	6	N/A
White (not Hispanic)	7	137	N/A
Socioeconomically Disadvantaged	14	181	N/A

English Learners	6	90	N/A
Students with Disabilities	1	19	N/A

Career Technical Education Programs (School Year 2007-08)

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

There are no CTE programs offered through the West Sacramento Independent Study Program.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's 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 (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	51.0
Graduates Who Completed All Courses Required for UC/CSU Admission	

XII. Instructional Planning and Scheduling

Professional Development

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

There is ongoing training for certificated staff in the areas of technology integration within the classroom curriculum. Furthermore we are in collaboration with the Yolo County Office of Education in Math/Science and History/Social Studies partnerships.