

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Yolo High School

Address: 919 Westacre Rd. , West Sacramento CA 95691-3224

Phone: 916-375-7740

Principal: Rachel Thoene

Grade Span: 9 - 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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

Yolo Education Center provides the following alternative programs: Yolo High School, Yolo Opportunity School as well as concurrent Washington Adult Education School. The school provides a personalized alternative education program so that the personal academic needs of 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 Washington Unified School District will be earned.

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

AT Yolo High School students are assessed and an individualized program is developed based on student needs and abilities. There is a strong relationship between students and staff at Yolo High School. The students demonstrate their sense of school pride and respect by working together to maintain a positive, friendly working environment.

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	5.61 %
American Indian or Alaska Native	3.57 %
Asian	5.10 %
Filipino	%
Hispanic or Latino	37.24 %
Pacific Islander	1.02 %
White (not Hispanic)	37.24 %
Multiple or No Response	10.20 %
Socioeconomically Disadvantaged	74.00 %
English Learners	13.00 %
Students with Disabilities	17.00 %
Total Number of Students	196

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	10%
Mathematics	0%
Science	2%
History-Social Science	0%

Academic Progress

Indicator	Result
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2009 Growth API Score (from 2009 Growth API Report)	418 *
Statewide Rank (from 2008 Base API Report)	B *
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

The site overall is in good condition, which underwent significant campus modifications that included the addition of science classrooms, fencing and concrete walkways.

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	\$6,629
District	\$5,015
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	43.2%

Postsecondary Preparation

Measures	Percent
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%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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 California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Yolo High	District Name	Washington Unified
Street	919 Westacre Rd.	Phone Number	916-375-7600
City, State, Zip	West Sacramento , CA 95691-3224	Web Site	www.wusd.k12.ca.us
Phone Number	916-375-7740	Superintendent	Steven Lawrence
Principal	Rachel Thoene	E-mail Address	slawrence@wusd.k12.ca.us

E-mail Address	rthoene@wusd.k12.ca.us	CDS Code	57- 72694- 5739552
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School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Our Mission – The mission of Yolo Education Center is to provide a safe, personalized environment in which students:

1. Acquire essential skills and knowledge
2. Learn to be resourceful, independent thinkers
3. Act as responsible citizens in our democratic society
4. Gain memorable experiences inspiring them to become lifelong learners
5. Develop proficiency in the use of technology
6. Communicate effectively
7. Explore the world of work

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are able to participate in Student Success Team (SST) meetings, Site Council, Parent Information Night, Back to School Nights and student intakes. Parents are welcome to visit student classes with prior permission. Parents also have various opportunities to become actively involved in the school. Each year, parents are asked to fill out a questionnaire indicating them how they can or would like to get involved in school. They are asked to contact the Principal or school staff for additional information.

Student Enrollment by Grade Level (School Year 2008-09)

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	0
Grade 7	5
Grade 8	8
Ungraded Elementary	0
Grade 9	26

Grade 10	41
Grade 11	53
Grade 12	63
Ungraded Secondary	0
Total Enrollment	196

Student Enrollment by Group (School Year 2008-09)

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	5.61 %
American Indian or Alaska Native	3.57 %
Asian	5.10 %
Filipino	%
Hispanic or Latino	37.24 %
Pacific Islander	1.02 %
White (not Hispanic)	37.24 %
Multiple or No Response	10.20 %
Socioeconomically Disadvantaged	74.00 %
English Learners	13.00 %
Students with Disabilities	17.00 %

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	9	5		20.2	7	6		18.5	10	3	
Mathematics	19.5	7	4		22.0	4	4		20.6	4	4	
Science	22.3	3	3		20.8	3	1		16.7	5	1	
Social Science	17.0	10	3		18.7	6	4		17.2	8	2	

III. School Climate

School Safety Plan (School Year 2008-09)

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

A Discipline and Safety Committee with student, teacher, classified, parent and administrative member, meets the second Thursday of each month to discuss and recommend action on various discipline and safety related issues. The Discipline and Safety Committee will revise the comprehensive safety plan on an ongoing basis. Every year, three sections, Disaster Procedures, Safe Ingress and Egress and Safe and Orderly Environment, are evaluated and updated. These sections were completely rewritten to incorporate new procedures and data. The Disaster Procedures section follows an Incident Command System utilized by emergency services. The Yolo Education Center's safety plan incorporates the strategies recommended by the state and federal governments.

Students are subject to written, communicated behavior, and attendance policies that are consistently applied and follow a graduated set of consequences. The demonstration of student self-discipline is one of our ultimate goals. Students are recognized and rewarded for excellent attendance, citizenship and academic grades.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	192.5	116.0	100.0	27.9	23.2	17.3
Expulsions	3.0	1.1	1.0	0.5	0.2	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 underwent significant site modifications which included the addition of science classrooms, new fencing and concrete walkways.

School Facility Good Repair Status (School Year 2009-10)

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	10	10	9	343
Without Full Credential	0	1	2	22
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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0

Vacant Teacher Positions	0	0	0
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**Core Academic Classes Taught by No Child Left Behind Compliant Teachers
(School Year 2008-09)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	55.9	44.1
All Schools in District	90.5	9.5
High-Poverty Schools in District	88.9	11.1
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.0	196
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing		N/A

Specialist		
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Good	0%
Mathematics	Good	0%
Science	Good	0%
History-Social Science	Good	0%
Foreign Language	Good	0%
Health	Good	0%
Visual and Performing Arts	Good	0%
Science Laboratory Equipment (grades 9-12)	Good	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

School Site	\$8,022	\$1,393	\$6,629	LEA Provided
District	\$8,447	\$3,432	\$5,015	\$55,251
Percent Difference – School Site and District	95%	41%	132%	
State	N/A	N/A	\$5,512	\$64,246
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2008-09)

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 student needs at Yolo High School:

- The Opportunity Program is an adjustment program for those students (in grades 7-9) experiencing difficulties in school who may 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 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$40,917
Mid-Range Teacher Salary	\$57,275	\$64,688
Highest Teacher Salary	\$77,146	\$82,849
Average Principal Salary (Elementary)	\$90,736	\$102,130
Average Principal Salary (Middle)	\$95,586	\$108,050

Average Principal Salary (High)	\$105,131	\$117,805
Superintendent Salary	\$157,595	\$176,845
Percent of Budget for Teacher Salaries	37.60 %	40.30 %
Percent of Budget for Administrative Salaries	5.60 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language	5	1	3	36	39	42	43	46	50

Arts									
Mathematics	4	2	1	39	39	37	40	43	46
Science	2	2	2	27	34	39	38	46	50
History-Social Science	5	2	0	23	26	32	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	6	0	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	0	3	0	0
Pacific Islander	*			*
White (not Hispanic)	6	0	5	0
Male	3	0	3	0
Female	4	3	0	0
Economically Disadvantaged	1	1	0	0
English Learners	0	0	*	0
Students with Disabilities	0	0	*	0
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.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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 Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	8.3	9.1		44.6	46.0		48.6	52.9	
Mathematics	*	0.0		60.3	48.9		49.9	51.3	

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 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	90.9	9.1	0.0	100.0	0.0	0.0
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.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	18.8	12.5	0.0

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	1	-1	-29	418 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				402
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 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2007-2008
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	50.0

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 [General Admissions Information](#) Web page (Outside Source).

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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	5.4	29.9	28.2				3.5	4.4	3.9
Graduation Rate	96.0	38.6	43.2				83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	61%	81%	N/A
African American	100%	95%	N/A
American Indian or Alaska Native	100%	75%	N/A
Asian	100%	97%	N/A
Filipino	N/A	100%	N/A

Hispanic or Latino	48%	77%	N/A
Pacific Islander	N/A	50%	N/A
White (not Hispanic)	61%	85%	N/A
Socioeconomically Disadvantaged	N/A		N/A
English Learners	33%	69%	N/A
Students with Disabilities	50%	70%	N/A

Career Technical Education Programs (School Year 2008-09)

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.

Not applicable for the 2008/09 School Year
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Career Technical Education Participation (School Year 2008-09)

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	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	34.2
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.

Science (6-12th Grade) – Effective science instruction training and PASCO Scientific with probeware training.

Culturally Responsive Teaching (K-12th) – This book study looks at using culturally responsive teaching to improve the school performance and underachieving students of color. Key components of culturally responsive teaching discussed include teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies. This is an excellent resource for anyone who cares about improving and recognizing the factors that shape culturally responsive teaching and learning.

Framework for Understanding Poverty (K-12th) – People in poverty face challenges virtually unknown to those in middle class or wealth – challenges from both obvious and hidden sources. The reality of being poor brings out a survival mentality, and turns attention away from opportunities taken for granted by everyone else. We discuss practical, real-world support and guidance to improve teacher effectiveness in working with people from all socioeconomic backgrounds.

OCR – Ongoing professional development regarding implementation of the core reading language arts adopted program including the following sessions:

- Working with English Learners
- Universal Access and Workshop
- Comprehensive Strategies
- Asking Questions
- Inquiry

Skillful Teacher (K-12th) – Teachers look at how a teacher’s skill makes a difference in student performance, not only in achievement scores, but also in students’ sense of fulfillment in school and their feelings of well-being. Teachers student a blend of research and practitioner-developed approaches for using the research in the classroom and strategies to help teachers fulfill a particular kind of mission from the spiritual imperative of communicating high expectations to the abstract challenge of planning lessons.

Data Direction (K-12) – Teachers learn how to use Data Director software to enter and retrieve assessment data for individual students, classes and schools. This professional development helps teacher use the provided data to make instructional decisions.

ABI (K-12th) – Teachers learn how to optimize the Aeries Browser Interface program for grading, tracking assignments and communicating with parents.

Fred Jones Tools for Teaching (K-12th) – Classroom Management professional development 4 parts series. In *Tools for Teaching* training, teachers learn skills by which exceptional teachers make the classroom a place of success and enjoyment for both themselves and their students. *Tools for Teaching* integrates the management of discipline, instruction and motivation into a system that allows you to reduce the stress of teaching by preventing most management headaches.

Social Studies Choices Training (6-12th) – The program helps teachers empower young people with the skills, knowledge, and participatory habits to be engaged citizens who are capable of addressing international issues through thoughtful public discourse and informed decision making.

Project Lead the Way Summer Institute (6-8th) – *Project Lead the Way* core training is an integral part of a 3-phase professional development program that is offered during summer on university campuses around the country. It is a foundational component of teacher preparation that is necessary to ensure an instructor's readiness to deliver PLTW curricula to students. The Summer Training Institute (STI) provides a collaborative setting where teachers are immersed in content-specific, project-based instruction.

Monthly District Collaboration – Teachers determine critical student learning challenges at their grade level or subject area. Facilitators guide conversations to focus on challenges that are within the teacher's control and solutions that could occur in the regular classroom during regular school time. Groups select problems that resonate with many teachers and explore potential solutions. Between meetings, teachers implement the potential solutions. When they get together again, they share results and identify promising best practices.

Categorical Program Monitoring (CPM) Training – Participants learn about the required CPM process, timeline and Dimensions I-VII. Participants acquire information regarding the CPM process and begin to organize all components that will be required during the actual CPM.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic

content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92