

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

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 at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page 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

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 school's contact information.

School		District	
School Name	Wolfskill Continuation High School	District Name	Winters Joint Unified School District
Street	200 Baker Street	Phone Number	(530) 795-6100
City, State, Zip	Winters, CA 95694	Web Site	www.wintersjUSD.org
Phone Number	(530) 795-6154	Superintendent	Rebecca D. Gillespie, Ed.D.
Principal	Emilie Simmons	E-mail Address	rgillespie@wintersjUSD.org
E-mail Address	esimmons@wintersjUSD.org	CDS Code	57-72702-5730049

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

This section provides information about the school, its programs and its goals.

Wolfskill Continuation High School is fully accredited by *the Western Association of Schools and Colleges (WASC)*. The school is located at the John Clayton Educational Center adjacent to the Winters Independent Study and State Preschool programs, about a block from the comprehensive high school. Wolfskill provides a student-centered, family-style environment where staff works closely with students to help them acquire the necessary educational, interpersonal and vocational skills they need to continue as life-long learners and lead productive and satisfying lives. Four credentialed teachers provided academic instruction in one hour periods from 8:00 am to 12:15 pm. Students who wanted additional support made arrangements with their teachers for extra help in the afternoons. A credentialed school counselor provided counseling and support on an as needed basis for all students. A teacher on special assignment provided administrative support to the part-time principal. A categorical-funded instructional aide provided extra academic support- especially to those students who failed one or both sections of the CAHSEE. Most students chose to remain at Wolfskill to complete the 220 credits needed to graduate, although a few students transferred back to the comprehensive high school for the following school year.

Mission Statement

The mission of Wolfskill Continuation High School is to provide its students with the opportunity to succeed in an alternative academic setting that is designed to meet their unique personal and educational needs. This includes making up lost academic credits, earning a high school diploma and setting goals beyond high school. We will also provide a safe, supportive, non-judgmental environment by nurturing a sense of community and family to promote student achievement both academically and personally.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parent Involvement is an integral component our program. In addition to the traditional parent involvement opportunities such as Back to School Night, Open House, Title I parent meetings and School Site Council, parents were strongly encouraged to contact Wolfskill staff at any time to share concerns, ask questions or meet to improve the school program. At the placement meeting (Student Study Team meeting) parents participated in the decision for their child to attend Wolfskill. Staff held formal Parent Conferences twice a year (fall & spring) regarding student progress towards achievement of goals identified on students' Individual Learning Plans, and individual staff members regularly met with parents throughout the school year to identify strategies to improve student attendance, academic achievement and behavior.

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
Grade 9	4
Grade 10	8
Grade 11	15
Grade 12	27
TOTAL ENROLLMENT	54

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	Group	Percent of Total Enrollment
African American	0%	White (not Hispanic)	24.07%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0%	Socioeconomically Disadvantaged	73%
Filipino	1.85%	English Learners	39%
Hispanic or Latino	74.07%	Students with Disabilities	24%
Pacific Islander	0%	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

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

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	48			1	15.8	4			16.2	5		
Mathematics	48			1	15.0	3			16.5	2		
Science	17.0	1			19.0	1			17.0	1		
Social Science	30.5	1		1	23.0	1	1		16.7	3		

III. School Climate

School Safety Plan (School Year 2008-09)

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

Wolfskill Continuation High School considers student safety the first priority. Staff is familiar with emergency procedures, and has a School Safety Plan that is updated annually. Fire drills and lock down drills were held to ensure students also knew what to do in an emergency situation.

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	184.8	142.3	55.6	13.5	11.4	10.7
Expulsions	4.3	3.8	0.0	0.9	0.2	0.0

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 based on the most recent data available, and a description of any planned or recently completed facility improvements.

The facility was built in the 1950's as an elementary school. Over time the site housed grades 4 & 5, 6, and, up until 2006-07, the district kindergarten classes and Curriculum and Instruction offices. Wolfskill CHS is composed of four classrooms, a small computer lab, and offices for the counselor, secretary, clerk-typist, assistant to the principal and principal. The site also houses District support personnel and the offices for district educational services. The campus, including the school building and classrooms are clean and well maintained. During the summer of 2007, the building was painted outside, slurry-seal applied to the black top and two new basketball hoops were installed. Student restrooms were recently remodeled to meet ADA compliance requirements.

The school has a plan for dealing with disasters and procedures for safely handling chemicals and hazardous materials.

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	X			
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	5	5	4	93
Without Full Credential	1	0	1	4
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	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 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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.0	20.0
All Schools in District	99.0	1.0

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	54
Psychologist	As Needed	n/a
Nurse	As Needed	n/a
Speech/Language/Hearing Specialist	As Needed	n/a

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/or Instructional Materials
Reading/Language Arts	Holt Literacy textbooks are in good condition and current	0%
Mathematics	Newly adopted McDougall-Little Algebra I texts are in excellent condition; Geometry and Algebra II texts are in good condition and current	0%
Science	Science textbooks are in good condition and current	0%
History-Social Science	Government and U.S. History texts are in good condition and current	0%
Health	No texts used	0%
Science Laboratory Equipment (grades 9-12)	Few materials are current	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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,685	\$7,610	\$4,075	\$47,711
District	n/a	n/a	\$6,028	\$57,360
Percent Difference – School Site and District	n/a	n/a	-32.4%	-16.82%
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	-26.0%	-21.78%

Types of Services Funded (Fiscal Year 2008-09)

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

Five full-time teachers provided the academic program at WCHS and the district's Independent Study program. The full-time school counselor provided career, personal and academic counseling services. A part-time Garden Instructor taught landscaping and horticulture, as well as skills needed in the world of work (e.g. cooperation, follow through, planning and organization). Students with special needs received support in accordance with their Section 504 Plans or Individualized Education Programs (IEPs), and English Language Learners received English Language Development instruction for a minimum of 20 minutes per day.

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,245	\$38,941
Mid-Range Teacher Salary	\$54,448	\$59,686
Highest Teacher Salary	\$75,939	\$77,828
Average Principal Salary (Elementary)	\$86,465	\$94,258
Average Principal Salary (Middle)	\$83,808	\$98,271
Average Principal Salary (High)	\$101,288	\$104,869
Superintendent Salary	\$121,564	\$142,247
Percent of Budget for Teacher Salaries	41.40%	38.20%
Percent of Budget for Administrative Salaries	6.60%	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 in grades two through eleven, and 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 for grades three through eight and science in grades five and eight 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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 Arts	9	3	3	37	40	42	43	46	50
Mathematics	-	4	0	36	37	36	40	43	46
Science	-	9	9	45	51	49	38	46	50
History-Social Science	8	3	6	36	38	36	33	36	41

Standardized Testing and Reporting 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
Hispanic or Latino	0	0	*	7
White (not Hispanic)	*	*	*	*
Male	5	0	*	*
Female	0	0	*	*
Economically Disadvantaged	0	0	*	*
English Learners	0	*	*	*

**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

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 at <http://cahsee.cde.ca.gov/>. *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	*	*	n/a	47.5	52.9	n/a	48.6	52.9	n/a
Mathematics	*	*	n/a	53.1	54.2	n/a	49.9	51.3	n/a

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 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

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	N/A	B	-124	454

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	60.0

XI. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data 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 at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	2.6	11.1	13.5	3.5	4.4	3.9
Graduation Rate	-	93.8	91.7	83.4	80.6	80.2

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.

WCHS staff participates in the district's weekly Wednesday early release days which are devoted to professional development. Topics addressed over the past three years include effective teaching strategies designed to improve English Learner academic achievement, English Language Development, standards-based instruction, standards-aligned benchmark assessment development, writing across the content areas, the use of student data (formative and summative assessment results) to inform instruction, effective behavior intervention strategies, Student Study Team/Response to Intervention best practices, and gang prevention/identification. Professional development activities were done in collaboration with other schools within the district, with other alternative school staffs throughout Yolo County or just with Wolfskill staff members.