

Glenn County Special Education Program



School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades Birth to 22 years
311 S. Villa Street Willow, CA 95988
Phone: (530) 934-6575, extension 3203 Fax: (530) 934-6576
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Arturo Barrera
Superintendent

Vicki Shadd
Principal

Principal's Message

The purpose of our program is to provide free and appropriate Special Education services to students ages 0-22 who have qualifying disabilities. We take great pride in the education we provide and believe we provide the best services available given our abilities. Our staff is committed to helping every individual student, and we make every possible effort to see that every child progresses to their fullest potential. We feel we made great strides with our staff development program, new facilities and equipment, retention of a high quality, reliable staff, and our new push towards early intervention services through Response to Intervention (RTI) approaches. Our technology infrastructure and hardware is dramatically improved and implementation of research-based instruction continues to be further implemented. After our State compliance review in 2004-05, we are confident we are in complete legal compliance with federal and State requirements as well.

Glenn County Office of Education is committed to providing high quality, legal, compliant services to students we serve. Services are provided for the full spectrum of disabilities from mild/moderate disabilities, moderate/severe disabilities, severe disabilities, low incidences disabilities, and the full range of related services. Our programs are located at all schools throughout the county, although specific services vary from site to site. When necessary, students are transported to other locations around the county for services. The Glenn County Special Education Local Plan Area (SELPA) served approximately 640 students in various Special Education services around the county. The vast majority of our students can be served within the various schools within the county, although in unusual cases, we contract with surrounding service providers to assist in serving students. For a full description of services provided, a copy of our annual Service Plan can be requested.

Our mission is to provide the best services to students to facilitate the highest levels of student learning possible. We recruit and maintain highly qualified staff in every level of our organization, and are always searching for the best ways to teach our students. We endorse research-supported, evidenced-based practices as a basis for developing and operating our services, and are committed to ongoing staff development to maintain this standard. We do this in a context that emphasizes the importance of being compliant with federal and student regulations guiding special education. We believe the Special Education services we offer are among the best offered to students anywhere, and we are proud of the services we bring to students with disabilities.

School Safety

School safety is addressed quarterly at School Site Council meetings. It is also discussed semi-annually at staff meetings.

The GCOE School Site Council has responsibility for the planning and use of school safety funds. They consider site physical needs and violence prevention programs. The School Safety Plan was last reviewed and updated with the staff in September 2007. Key elements of the plan include monthly school site safety drills, crisis intervention plans and trainings.



Glenn County Office of Education

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311 South Villa Avenue
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Mission Statement

*Our mission is to provide
quality programs and services
for lifelong learning.*

Board of Trustees

Ray Gollnick, *Member*
Catherine Hanes, *Member*
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Linda Miller, *Member*
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Textbooks and Instructional Materials

All GCOE instructional programs use curriculum and textbooks that are aligned with State Standards. Both the County Office of Education and the districts provide these materials. Supplementary materials are chosen from the approved lists provided by CDE. On a regular basis, program specialists research and implement new curriculum and materials, which promote best practices.

In collaboration with districts across the county, GCOE provides standards-aligned textbooks and other instructional materials for each pupil. These instructional materials are consistent with the content and cycles adopted by the State Board of Education in the core curriculum areas. GCOE is currently in the process of adding supplementary instructional materials for our English learner population through the use of SB1113 funds.

All students in the Special Education programs have access to academically appropriate curriculum adopted by the County Office of Education. Curriculum is research-based and aligned to the California State Standards.

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Special education uses district adopted material at each school site — adoption dates vary with each district.	Vary
Mathematics	Special education uses district adopted material at each school site — adoption dates vary with each district.	Vary
Science	Special education uses district adopted material at each school site — adoption dates vary with each district.	Vary
History-Social Science	<i>The Americans: Reconstruction to the 21st Century</i>	2007

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	0%
Health	0%
Foreign Language	0%
Science Laboratory Equipment	0%

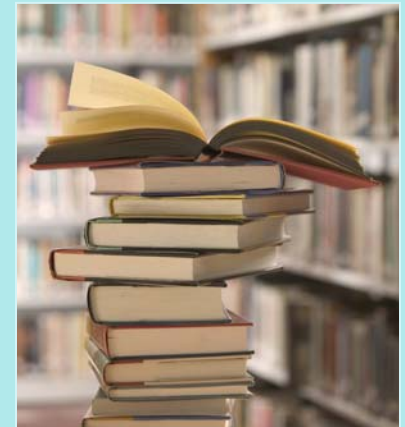
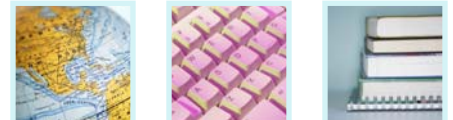
Note: This data was most recently collected and verified in June 2007.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Glenn County Special Education			Glenn COE		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.189	0.323	0.248	0.425	0.193	0.161
Expulsion Rate	0.008	0.000	0.000	0.005	0.006	0.003

Public Internet Access

Computers and Internet access are available for student use in each classroom. Students are encouraged to use every resource available for research, including the Internet. The Special Education programs are served by the Glenn County Office of Education Library service, which provides access to United Streaming as well as other Internet based education tools.



Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 14, 2007, and the inspection form was most recently completed on September 28, 2007.

School Facilities

Our services are all located at school sites across the county, with the exception of a few selected services in our infant and preschool programs.

GCOE students are instructed in both classrooms maintained by the school districts and in classrooms owned by the county office. All SDC classrooms are provided by the county, and RSP and DIS services are, in turn, provided by the school districts.

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School Facilities

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In 2000, we realized many of our classrooms were older portables growing badly in need of repair or replacement. We committed ourselves to a classroom replacement program to replace and upgrade our classrooms to new or like-new condition. Our department and county office staff initiated an effort to qualify for newly-constructed classrooms through state bond funds for school construction. As a result we have brand new, state of the art classrooms at Plaza, Capay, Princeton, Hamilton Elementary and Orland High School.

We also qualified for modernization of many of our existing classrooms. Modernization funds were used at several other sites, improving access for all students. All of these projects have been completed in large part by accessing federal and state funds, with very minimal contributions from local funding. We are proud of our success in securing funds for these projects and know our students will benefit from these facilities for years to come. These state of the art facilities are large, fully wheelchair accessible, ADA compliant, with internet access with a full complement of computers technology for students.





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Glenn County Special Education			Glenn COE			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	1%	1%	0%	24%	21%	25%	40%	42%	43%
Mathematics	3%	2%	2%	10%	9%	12%	38%	40%	40%
Science	0%	0%	5%	18%	11%	12%	27%	35%	38%
History-Social Science	0%	0%	0%	14%	10%	13%	32%	33%	33%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

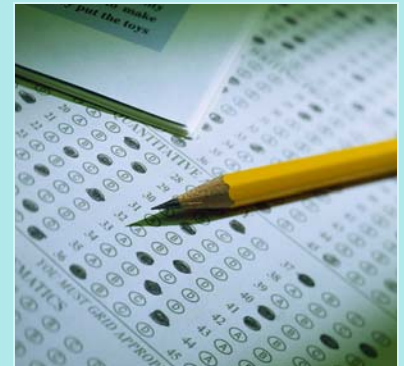
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	0%	3%	7%	0%
Female	0%	0%	❖	❖
Economically Disadvantaged	0%	2%	6%	0%
English Learners	0%	0%	❖	❖
Students with Disabilities	0%	2%	5%	0%
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	0%	0%	❖	0%
Pacific Islander	❖	❖	❖	❖
White	0%	6%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Glenn County Special Education		Glenn COE	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	Yes	No	No
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	No		No	

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	1	◆	◆
Similar Schools API Rank	◆	◆	◆

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-4	46	27	472
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	458
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	27	54	■	479
English Learners	◆	■	■	■
Students with Disabilities	◆	46	■	472

◆ Information not available.

◆ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Norm Referenced Test Results

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no subgroup data is available for Glenn County Special Education. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The table below shows the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Glenn County Special Education	❖	❖	❖	❖	❖	❖
Glenn COE	42%	37%	46%	31%	35%	35%
California	41%	42%	42%	52%	53%	53%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Graduates and Dropouts

Graduates and Dropouts									
	Glenn County Special Education			Glenn COE			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	90.0%	100%	62.5%	94.5%	78.1%	75.9%	85.3%	85.0%	83.0%
Dropout Rate	1.6%	3.3%	2.0%	5.6%	5.6%	2.1%	3.2%	3.1%	3.5%

Class Size

Due to the specialized curriculum at the Glenn County Special Education, no information is available for class size averages. Also, this school does not participate in class size reduction programs.

“Our staff is committed to helping every individual student, and we make every possible effort to see that every child progresses to their fullest potential.”

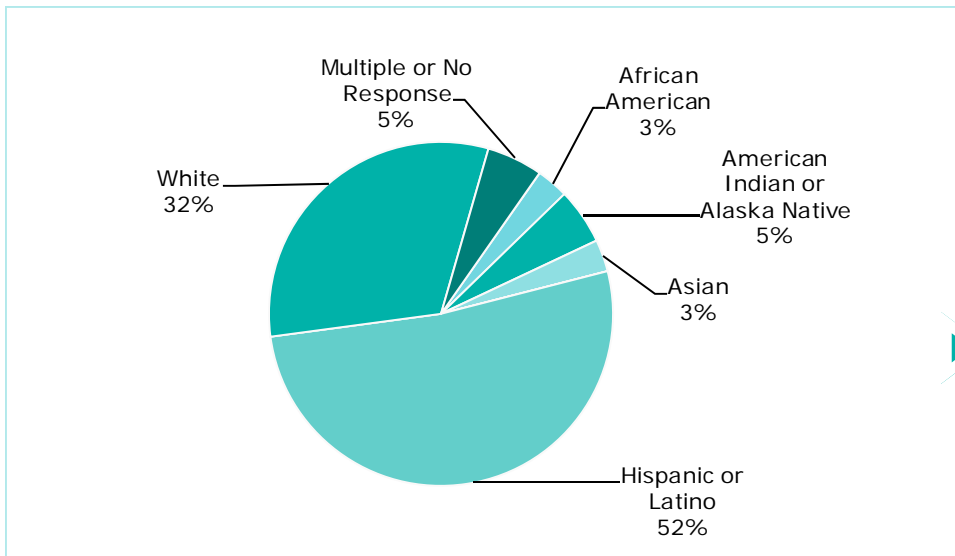
Graduates and Dropouts

The adjacent table displays the one-year dropout and graduation rates for the school, district, and state for the most recent three-year period for which data is available.



Enrollment and Demographics

The total enrollment was 133 students for the 2006-07 school year.





Teacher Qualifications

Teacher Credential Information				
	Glenn COE	Glenn County Special Education		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	39	19	20	21
Without Full Credential	4	4	4	4
Teaching Outside Subject Area of Competence		0	2	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— Teachers of English Learners (EL) without EL certification		0	11	0
Total Teacher Misassignments		0	11	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	1	0

* Most current data.



Teacher Qualifications

The adjacent table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Glenn County Special Education	81.5%	18.5%
All Schools in District	84.2%	15.8%
High-Poverty Schools in District	77.8%	22.2%
Low-Poverty Schools in District	◆	◆

◆ Information not available.



No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

Professional Development

Our department is committed to high quality professional development for all our staff. Most of our staff participates on a voluntary basis in professional development offered through AB1193. These funds provide funding for up to three paid days on staff development for certificated staff and one paid day for classified staff per year. We used Dennis Fox materials as a foundation to develop certificated staff development activities. Our department also supported multiple specific professional development opportunities for certificated and classified staff on topics such as behavior management, social skills development, literacy instruction, special education law, and accommodations/modifications with students. For individual staff, the department also supports attendance and participation in professional development activities appropriate to specific student populations e.g., autism, early academic intervention, sensory integration, etc. We are proud of our strong support for staff development, which puts them among the most well trained in special education within northern California.

For the previous three school years, we had two days each year dedicated to staff and professional development.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 2.2
- Social Worker 0.0
- Nurse 1.0
- Speech/Language/Hearing Specialist 3.0
- Resource Specialist (non-teaching) 0.0
- Other 3.6



Career Technical Education Programs

Glenn County has a transition planning continuum which begins in sixth grade through the middle school WorkAbility I plus program, and continues through the IEP process, high school WorkAbility I and post-secondary support through the TPP (Transition Partnership Program/Department of Rehabilitation). There are three components to the delivery model-- school based, work-based, and connecting activities. The activities are inter-graded into the core special education delivery model and the general education Carl Perkins Career and Technical education plan.

Students are expected to begin participating in "Student-Led IEP's" at grade six with increased participation in following years. They are designed to increase oral language skills, communication skills, social skills, disability awareness, and self-advocacy skills in the school, workplace, and community.

We complete follow-up surveys on all students one to two years after completion of high school. Through WorkAbility I, we review their participation employment, education, and training, as well as independent living.

Students participate in these programs through their schools of attendance. All the schools are a part of a county wide Career and Technical Education Consortium in which the assistant SELPA director participates and chairs. Information on pupil's participating and completing may be obtained from the local high schools. Separate ROP course enrollment and program completion information may be obtained from the ROP that serves the high school. For more information on CTE programs, please visit www.cde.ca.gov/ci/ct/pk.

Career Technical Education Participation

The table below displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	Glenn County Special Education
# of Pupils Participating in CTE	5
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	100%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

Parental Involvement

Glenn County Office of Education Student Services offers parents many opportunities for active participation in their children's education. All teachers in our department welcome volunteers in the classroom and can find many ways through which parents can be regularly involved. If you are interested in being a regular classroom volunteer, please contact your child's special education teacher to find out how you can be included in daily instruction in your child's classroom.

We have regularly scheduled meetings with parents of our students. In special education, the Community Action Committee (CAC) meets monthly in selected locations around the county. This is a parent-driven group that seeks to increase parent involvement and knowledge about special education through an interchange between the parents, school staff, and community support agencies available to help children with special needs. We encourage parents of all special needs children to participate, and usually light dinners and childcare for participating parents is provided. For more information, contact Kathy Brown at (530) 934-6575 extension 3204.

The Glenn County Office of Education School Site Council meets 4-5 times per year to discuss various issues pertinent to parents and to recommend services and programs. Parents are an integral part of the discussions and provide important perspectives regarding suggestions and direction regarding future program and spending priorities. Parents interested in volunteering as participants should contact Vicki Shadd at (530) 934-6575 extension 3203.

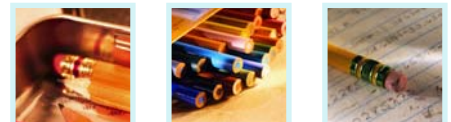
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Parental Involvement

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We survey parents on important issues related to quality improvement and program evaluation as well. In special education, we survey every parent of a special education student to determine whether we are providing quality services to students and whether we are in compliance with state and federal guidelines regarding special education. This feedback is integrated in our program monitoring process and helps determine what specific issues we examine for quality assurance. We take the feedback provided us by parents very seriously, and consider it an important part of our evaluation process.

Any parent who wants to discuss their child's educational program or issues related to their schooling are encouraged to contact their child's teacher. We encourage our staff to address issues directly with parents and discuss these concerns openly. If a parent is not satisfied with a response to any issue, they should call the child's supervisor as well. Supervisor contact information is available by calling Judy Corum at (530) 934-6575 extension 3201.





Courses Required for UC/CSU Admission

Courses Required for UC Admission	
HS Subject Area	UC Requirements for Freshman Admissions
English	4 years of approved courses
Mathematics	3 years, including algebra, geometry, and intermediate algebra (4 years recommended)
Social Science	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography
Science	2 years with lab required, chosen from biology, chemistry, and physics (3 years recommended)
Foreign Language	2 years in same language required (3 years recommended)
Visual & Performing Arts	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Electives	1 year*
Total	15 (7 in the last 2 years)

Courses Required for CSU Admission	
HS Subject Area	CSU Requirements for Freshman Admissions
English	4 years of approved courses
Mathematics	3 years, including algebra, geometry, and intermediate algebra
Social Science	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science
Science	2 years, including 1 year of biological and 1 year of physical science with lab
Foreign Language	2 years in same language required
Visual & Performing Arts	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Electives	1 year*
Total	15

* Electives must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

Course Enrollment for UC/CSU Admission

The table below displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
UC/CSU Course Measure	2005-06
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	◆
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆

◆ Information not available.

Courses Required for UC/CSU Admission

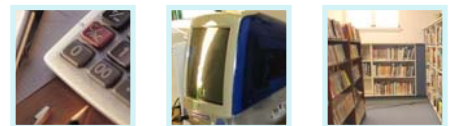
The adjacent chart provides information on the minimum requirements for University of California (UC) and California State University (CSU) admission. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgtable.asp.

For UC admission, students must complete the minimum course requirements listed on the chart and meet one of three eligibility standards:

- Eligibility in the Statewide Context
- Eligibility in the Local Context
- Eligibility by Examination Alone

For CSU admission, students must complete the minimum course requirements on the chart, as well as have certain grades in specified courses and test scores.

For more detailed information on both UC and CSU admission, please visit www.californiacolleges.edu/admissions/admissions.asp.





California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine AYP for high schools, as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no subgroup data is available for Glenn County Special Education. The table below displays the percentage of students in the 10th grade scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Glenn County Special Education	0.0%	❖	❖	0.0%	❖	❖
Glenn COE	41.2%	❖	❖	17.6%	❖	❖
California	49.0%	51.1%	48.6%	45.2%	46.8%	49.9%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

No information is available for Glenn County Special Education regarding Advanced Placement courses offered.

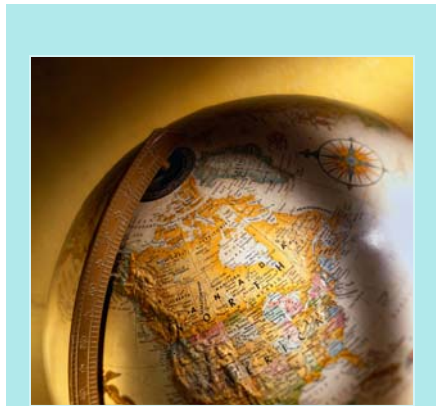


Completion of High School Graduation Requirements

The table below shows the percentage of students (that began the 2006-07 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion or received a local waiver or state exemption. To receive a high school diploma, students must pass both the English-language arts and mathematics portions of the CAHSEE. Please note state results are not available. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2007	
	Glenn County Special Education	Glenn COE
All Students	82.3%	85.7%
Economically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	82.3%	82.3%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	0%	❖
Pacific Islander	❖	❖
White	0%	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, no information is available for Glenn County Special Education regarding the California PFT. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Glenn County Special Education	Glenn COE
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Glenn COE	Similar Sized District
Beginning Teacher Salary	◇	◇
Mid-Range Teacher Salary	◇	◇
Highest Teacher Salary	◇	◇
Average Principal Salary	◇	◇
Superintendent Salary	◇	◇
% of Budget for Teacher Salaries	◇	◇
% of Budget for Administrative Salaries	◇	◇

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Glenn County Special Education	\$8,553	\$8,553	\$0	\$44,675
Glenn COE			\$0	\$41,831
California			\$4,943	\$60,127
% Difference Between School and District			*	6.4%
% Difference Between School and California			*	-34.6%

◇ County offices of education that operate schools are not required to report this data.

* A percentage cannot be calculated when one of the numbers is 0 (site unrestricted sources per pupil).

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- English Language Acquisition Program (ELAP)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Graduate And Dropout Rates, Course Enrollment and Courses Required for UC/CSU Admissions, AP Classes, CAHSEE Results, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

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