

School Accountability Report Card for School Year 2007-08

Published during 2008-09

Glenn County Opportunity School

Address: 311 S. Villa Street **Phone: (530) 934-6575 ext. 3551**
Principal: Susan Domenighini **Grade Span:** 7th - 9th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Glenn County Office of Education Opportunity School provides educational options for students in seventh, eighth, and ninth grades. The Opportunity School serves students who are at risk of dropping out of school due to difficulties in academic skill development, attendance, and/or behavior. The school provides a supportive environment and uses specialized curriculum, instruction, guidance, and counseling to overcome barriers to learning.

The Opportunity School is an ASAM School, which means it functions under an Alternative Schools Measurement System with areas of instruction in language arts, mathematics, social science, science, health, visual and performing arts, physical education, career exploration, character development, and communication skills development. The focus of the school's curriculum is improved attendance and participation, course completion, internalized behavior management skills and reading, writing and mathematics skill development.

Student Enrollment

Group	Enrollment
Number of students	43
African American	0%
American Indian or Alaska Native	16%
Asian	0%
Filipino	0%
Hispanic or Latino	33%
Pacific Islander	0%
White (not Hispanic)	49%
Multiple or No Response	2%
Socioeconomically Disadvantaged	76%
English Learners	7%
Students with Disabilities	0%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The Opportunity classrooms are located at school sites across the county. Through an agreement between GCOE and the Districts, the classrooms are maintained by the school sites where they are located. All classrooms are inspected annually. Currently, the classrooms are well maintained and in good condition.

Repairs Needed

Repairs have been corrected at all sites. In general, Opportunity classrooms are in good repair.

Corrective Actions Taken or Planned

No repairs were needed during the 2008/09 school year.

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	\$0
District	N/A
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30%
Mathematics	40%
Science	24%
History-Social Science	24%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	620
Statewide Rank (from 2007 Base API Report)	C
2008-09 Program Improvement Status (PI Year)	Not in PI

School Accountability Report Card

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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 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 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 2008-09)

This section provides the school's contact information.

School		District	
School Name	Glenn County Opportunity School	District Name	Glenn County Office of Education
Street	311 S. Villa Street	Phone Number	(530) 934-6575
City, State, Zip	Willows, CA 95988	Web Site	www.glenncoe.org
Phone Number	(530) 934-6575 ext. 3551	Superintendent	Arturo Barrera
Principal	Susan Domenighini	E-mail Address	abarrera@glenncoe.org
E-mail Address	sdomenighini@glenncoe.org	CDS Code	11-10116

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

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

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

The school provides a comprehensive academic program that promotes character development, personal responsibility, self-confidence, and academic competence-with the goal of helping students return to traditional school programs. The goals for the Opportunity School are to increase opportunities for academic success, develop the skills, habits and attitudes that lead to success in traditional school programs, and to help students develop positive self-esteem, discipline and social skills competence.

Opportunities for Parental Involvement (School Year 2007-08)

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

The Glenn County Office of Education offers parents many opportunities to actively participate in their children's education. All GCOE teachers welcome parent volunteers in the classroom and can find many ways through which parents can be regularly involved in their child's education. If you are interested in being a regular classroom volunteer, please contact your child's Alternative Education teacher to learn how you can be included in daily instruction in your child's classroom.

Parents are also encouraged to join the School Site Council which meets 4-5 times per year. The SSC provides parents an opportunity to discuss various issues pertinent to parents and to recommend services and programs. Parents are an integral part of the School Site Council and all are encouraged to apply to participate. For more information on how to become involved, please contact Arturo Barrera at (530) 934-6575 extension 3025 or Debbie Blake at (530) 865-1267 ext. 2029.

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	8	Grade 8	25
Grade 1	*	Ungraded Elementary	*
Grade 2	*	Grade 9	6
Grade 3	*	Grade 10	*
Grade 4	*	Grade 11	*
Grade 5	*	Grade 12	*
Grade 6	*	Ungraded Secondary	*
Grade 7	12	Total Enrollment	*

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0	White (not Hispanic)	49
American Indian or Alaska Native	16	Multiple or No Response	2
Asian	0	Socioeconomically Disadvantaged	76
Filipino	0	English Learners	7
Hispanic or Latino	33	Students with Disabilities	0
Pacific Islander	0	n/a	n/a

III. School Climate

School Safety Plan (School Year 2007-08)

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

A comprehensive School Safety Plan was last reviewed and updated in the fall of 2007. Key elements of the plan include monthly school site safety drills, crisis intervention plans, and ongoing trainings. Classes located on general education campuses follow plans developed by the district in which they are located. The required notification letters are mailed out, and addressed with all classified and certificated staff in September of every school year. The key elements include child abuse reporting, blood born pathogens, sexual harassment, and general policies and procedures.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.195	0.630	0.116	0.425	0.193	0.171
Expulsions	0.008	0.037	0	0.006	0.003	0.007

IV. School Facilities

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

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 school facilities are maintained by the site upon which they are located. Currently the classrooms, restrooms and grounds are in good condition. There are no plans for facility improvements.

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

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

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

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

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those

teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	5	5	5	25
Without Full Credential	4	4	7	7
Teaching Outside Subject Area of Competence	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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	100	0
All Schools in District	86.4	13.6
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	*	*

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	
Library Media Teacher (Librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	.3	n/a
Social Worker	n/a	n/a
Nurse	n/a	n/a
Speech/Language/Hearing Specialist	n/a	n/a
Resource Specialist (non-teaching)	.3	n/a

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	Excellent	0
Health	Excellent	0
Visual and Performing Arts	Excellent	0
Science Laboratory Equipment (grades 9-12)	Excellent	0

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	12,582	678.00	11,904	\$42,670
District	n/a	n/a	*	*
Percent Difference - School Site and District	n/a	n/a	*	*
State	n/a	n/a	\$5,300	*
Percent Difference - School Site and State	n/a	n/a	124%	*

Types of Services Funded (Fiscal Year 2007-08)

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

- ????????Intervention services in English and Math through Title IA funds
- ????????Standards-aligned textbooks purchased through Instructional Materials Funding Realignment Program (IMFRP)
- ????????Staff development for Teacher Quality and professional growth through Title II and Title IA
- ????????Technology support through Title II Part D and Rural Education Assistance Program (REAP)
- ????????Support for homeless students through McKinney-Vento
- ????????Career and vocational services through Glenn County Workability Program and Y.E.S.
- ????????Services for English Learners through English Learner Acquisition funds (ELAP) and Title III

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	40,007	31,415
Mid-Range Teacher Salary	50,135	64,939
Highest Teacher Salary	74,922	98,939
Average Principal Salary (Elementary)	n/a	97,734
Average Principal Salary (Middle)	n/a	102,153
Average Principal Salary (High)	n/a	159,918
Superintendent Salary	n/a	Info not available
Percent of Budget for Teacher Salaries	65%	Info not available
Percent of Budget for Administrative Salaries	6%	Info not available

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	15%	23%	30%	21%	25%	34%	42%	43%	48%
Mathematics	5%	14%	40%	9%	12%	22%	40%	40%	51%
Science	6%	8%	24%	11%	12%	*	35%	38%	*
History-Social Science	6%	12%	19%	10%	13%	*	33%	33%	*

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Male	24	23%	18%	27%
Female	*	*	*	*
Economically Disadvantaged	15	38	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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

API Changes by Student Group - Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	12	13	74	620
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

Adequate Yearly Progress

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

- ? Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- ? Percent proficient on the state's standards-based assessments in ELA and mathematics
- ? API as an additional indicator
- ? Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	*	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year

that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

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

The Opportunity School teachers are members of the Glenn County Office of Education Local Educational Agency. The County is committed to high quality professional development for all of its staff members. Professional development is based on the assessed needs of the organization and provided in a sustainable and comprehensive manner that is ongoing throughout the year.

The LEA is committed to supporting teachers using the Professional Learning Community Model. As such, teachers and assistants receive paid professional development time for collaboration and training. Teachers receive up to three paid days to participate in approved professional development and their assistants receive up to a full day of paid professional development. The focus of the professional development for this year is participation in Professional Learning Communities, data driven instruction, behavior management, and literacy skills development.

