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

## Executive Summary School Accountability Report Card, 2007-08

### Glenn County Willowglen Court School

Address:

311 South Villa Ave. , Willows CA 95988

Phone:

530-934-6353

Principal:

Susan Domenighini

Grade Span:

7 - 12

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

### About This School

Willowglen Court School (est. 1996) operates in the Jane Hahn Juvenile Hall. Since it was first established, the center has grown from an eight-bed facility to a twenty-two bed facility. The Willowglen School staff is highly committed to supporting student growth and helping students transition to being productive citizens of Glenn County. The school accomplishes this by providing a comprehensive academic program that accommodates the individual needs of each student. In addition, there is a focus on supporting personal growth and responsibility, along with social and emotional maturity, and encouraging students to move beyond their current circumstances.

African American	5.88 %
American Indian or Alaska Native	11.76 %
Asian	0 %
Filipino	0 %
Hispanic or Latino	35.29 %
Pacific Islander	0 %
White (not Hispanic)	41.18 %
Multiple or No Response	5.88 %
Socioeconomically Disadvantaged	100 %
English Learners	0 %
Students with Disabilities	6 %

**Total Number of Students**

17

## Teachers

Teachers with full credential	1
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 conducted in July 2009.

*The Willowglen classroom is located in the recently built Jane Hahn Juvenile Hall facility. Recent inspections indicate the classroom is in good condition with no needs for repairs. Maintenance of the facility is a joint responsibility between the County of Glenn and the Glenn County Office of Education.*

## Repairs Needed

*There are no repairs needed in the classroom or school at this time.*

## Curriculum 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)

Not applicable due to location of the school. Modifications are made to allow for scientific inquiry; however, due to safety concerns, equipment is limited.

## School Finances

School Site	n/a
District	n/a
State	\$5,300

## Student Performance

English-Language Arts	*
Mathematics	*
Science	*
History-Social Science	*

\* Number of students tested is less than 10 and therefore not a reliable measure.

## Academic Progress

2008 Growth API Score (from 2008 Growth API Report)

\*

Statewide Rank (from 2007 Base API Report)

\*

2008-09 Program Improvement Status (PI Year)

Not in PI

## School Completion

Graduation Rate

n/a

## Postsecondary Preparation

Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma

11%

Graduates Who Completed All Courses Required for University of California or California State University Admission

0%



# 2007-08 School Accountability Report Card Report (SARC)

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

## I. Data and Access

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School Name

Glenn County Juvenile Court

District Name

Glenn County Office of Education

Street

311 South Villa Ave.

Phone Number

530-934-6575

City, State, Zip

Willows , CA 95988

Web Site

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

This section provides information about the schools goals and programs.

Willowglen school offers a comprehensive educational program to all adjudicated youth in grades k - 12; however, the majority of students in attendance are in grades 7 - 12. Instruction towards a high school diploma and/or transferrable credit includes English language arts, mathematics, career development, social science, science, visual arts, physical education, and health education. The school also provides research-based interventions in reading, mathematics, and California High School Exit Exam preparation. All students participate in small group and individual counseling, transcript review, and are provided opportunities to work during the school. Day.

## **Opportunities for Parental Involvement (School Year 2007-08)**

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

Parents, guardians, and Probation representatives have the opportunity to participate on the School Site Council. They also have the opportunity to schedule a meeting with the teacher at any time during their student's incarceration.

### Student Enrollment by Group (School Year 2007-08)

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

#### Group Percent of Total Enrollment

African American	5.88 %
American Indian or Alaska Native	11.76 %
Asian	0 %
Filipino	0%
Hispanic or Latino	35.29 %
Pacific Islander	0%
White (not Hispanic)	41.18 %
Multiple or No Response	5.88 %
Socioeconomically Disadvantaged	100 %
English Learners	0%
Students with Disabilities	6 %

### III. School Climate

#### School Safety Plan (School Year 2007-08)

Due to the location of the school, it is included in the safety plan facilitated by the staff at the juvenile detention facility. The last update to the plan was September 2007. Key elements of the plan include monthly safety drills, crisis intervention plans, and all requirements of the board of corrections for juvenile detention centers.

#### 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.

	<b>Rate</b>
	<b>School</b>
	<b>District</b>
	<b>2005-06</b>
	<b>2006-07</b>
	<b>2007-08</b>
	<b>2005-06</b>
	<b>2006-07</b>
	<b>2007-08</b>
Suspensions	0
	0
	0
	21.7
	26.7
	7.0
Expulsions	0
	0
	0
	0.3
	0.3
	0.3

## **IV. School Facilities**

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

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

Willowglen School is located in the new Jane Hahn Juvenile Hall. The entire facility is in excellent repair.

## 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.

**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

## **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.

Overall Summary

X

## V. Teachers

### Teacher Credentials

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

With Full Credential

1  
3  
1  
25

Without Full Credential

1  
0  
0  
7

Teaching Outside Subject Area of Competence

LEA Provided  
LEA Provided  
LEA Provided  
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.

Misassignments of Teachers of English Learners

0  
0  
0

Total Teacher Misassignments

0  
0  
0

Vacant Teacher Positions

0  
0  
.5

## 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 at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

This Schools	100.0	0.0
All Schools in District	86.4	13.6
High-Poverty Schools in District	100.0	0.0
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.

Academic Counselor

N/A

Library Media Teacher (Librarian)

N/A

Library Media Services Staff (paraprofessional)

N/A

Psychologist

N/A

Social Worker

N/A

Nurse

N/A

Speech/Language/Hearing Specialist

N/A

Resource Specialist (non-teaching)

0.6  
N/A

Other

N/A

## VII. Curriculum and Instructional Materials

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

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

Reading/Language Arts

Adopted 2005  
0

Mathematics

Adopted 2005  
0

Science

Adopted 2005  
0

History-Social Science

Adopted 2005  
0

Foreign Language

ASL Adopted 2006  
0

Health

Adopted 2006  
0

Visual and Performing Arts

\*  
\*

Science Laboratory Equipment (grades 9-12)

\*  
\*

## VIII. School Finances

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

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

#### School Site

\$16,877  
\$4,172  
\$12,705  
\$42,144

#### District

N/A  
N/A  
N/A  
\*

#### Percent Difference School Site and District

N/A  
N/A  
N/A  
N/A

#### State

N/A  
N/A  
\$5300  
N/A

#### Percent Difference School Site and State

N/A  
N/A  
139%  
N/A

## Types of Services Funded (Fiscal Year 2007-08)

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

Intervention services in English and Math through Title IA and Title ID funds

????????California High Exit Exam (CAHSEE) remediation using Title IA and CAHSEE Remediation funds

????????Standards-aligned textbooks purchased through Instructional Materials Funding Realignment Program (IMFRP)

????????Educational support services for neglected/delinquent students through Title I Parts A & D

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

<b>Category</b>
<b>District Amount</b>
<b>State Average For Districts In Same Category</b>

Beginning Teacher Salary	\$40,007	\$31,415
Mid-Range Teacher Salary	\$44,396	\$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	49%	Info not available
Percent of Budget for Administrative Salaries	15%	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.

#### 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).

English-Language Arts

0  
0  
6  
21  
25  
31  
42  
43  
46

Mathematics

0  
9  
6  
9  
12  
21  
40  
40  
43

Science



## CST Results by Student Groups 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.

African American

\*  
\*  
\*  
\*

American Indian or Alaska Native

\*  
\*  
\*  
\*

Asian

\*  
\*  
\*  
\*

Filipino

\*  
\*  
\*  
\*

Hispanic or Latino

\*  
\*  
\*  
\*

Pacific Islander

\*  
\*  
\*  
\*

White (not Hispanic)



## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 [CAHSEE](#) Web site.

### CAHSEE Results by Performance Level for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

English

\*

\*

52.9

Mathematics

\*

\*

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*



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

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

All Students

\*  
\*  
\*  
\*  
\*  
\*

Male

\*  
\*  
\*  
\*  
\*  
\*

Female

\*  
\*  
\*  
\*  
\*  
\*

African American

\*  
\*  
\*  
\*  
\*  
\*

American Indian or Alaska Native

\*  
\*  
\*



## X. Accountability

### Academic Performance Index

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

### API Ranks Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched similar schools. A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Statewide

N/A  
N/A  
N/A

Similar Schools

N/A  
N/A  
N/A

"N/A"

means a number is not applicable or not available due to missing data.

"\*"

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A"

means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B"

1130087

"C"

means the school had significant demographic changes and will not have any growth or target



## 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.

**2005-06**  
**2006-07**  
**2007-08**  
**2008**

All Students at the School

N/A  
N/A  
N/A  
N/A

African American

N/A  
N/A  
N/A  
N/A

American Indian or Alaska Native

N/A  
N/A  
N/A  
N/A

Asian

N/A  
N/A  
N/A  
N/A

Filipino

N/A  
N/A  
N/A  
N/A

Hispanic or Latino

N/A  
N/A  
N/A  
N/A



## Adequate Yearly Progress

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

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

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

???????API as an additional indicator

???????Graduation rate (for secondary schools)

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

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

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

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

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.

Program Improvement Status

Not in PI  
Not In PI

First Year of Program Improvement

\*  
\*

Year in Program Improvement

\*  
\*

Number of Schools Currently in Program Improvement

N/A  
2

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 [University of California](#) Web site.

#### California State University

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

### Dropout Rate and Graduation Rate

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

Dropout Rate (1-year)

266.7  
5.6  
2.1  
29.5  
3.1  
3.5  
4.4



## Completion of High School Graduation Requirements

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

### School District State

All Students

N/A  
N/A  
N/A

African American

N/A  
N/A  
N/A

American Indian or Alaska Native

N/A  
N/A  
N/A

Asian

N/A  
N/A  
N/A

Filipino

N/A  
N/A  
N/A

Hispanic or Latino

N/A  
N/A  
N/A

Pacific Islander

N/A

### **Career Technical Education Programs (School Year 2007-08)**

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

The Glenn County Office of Education uses a transition planning continuum which begins in middle school (Workability I plus), continues through high school (Workability I) and on into adulthood through the Transition Partnership Program (TPP). The TPP program is a partnership between the Glenn County Office of Education and the California Department of Rehabilitation.

### **Career Technical Education Participation (School Year 2007-08)**

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

Number of the school's pupils participating in CTE

2

Percent of the school's pupils completing a CTE program and earning a high school diploma

100%

Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education

100%

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

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

### **UC/CSU Course Measure Percent**

Students Enrolled in Courses Required for UC/CSU Admission

0

Graduates Who Completed All Courses Required for UC/CSU Admission

0

## **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.

Each year Glenn County Office of Education certificated staff members are provided days of in-service training under the Staff Development Buy Back Days program. Paraprofessional staff members are eligible to participate in extra training days as negotiated. During the school year trainings made available include Crisis Prevention Intervention (CPI), Behavior Management, Literacy, Mathematics instruction, and Character Skills Development.

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