

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

Executive Summary School Accountability Report Card, 2007-08

William Finch School

Address:
451 South Villa Ave. , Willows CA 95988
Phone:
530-934-6320

Principal:
Susan Domenighini
Grade Span:
K - 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

The mission of the Wm. Finch School is to deliver a standards-based educational experience to each child in a home environment. This will be accomplished by promoting student mastery in basic skills and to understand and apply their knowledge in successful and meaningful ways.

The Wm. Finch Independent Study Program began in 1985 with 10 students and one teacher. Today, the CDS identified K-12 school boasts nine (8) high quality teachers and averages over 130 students. To ensure a quality education, families and students are assigned a teacher who provides an individual educational plan for each student's success. We utilize a standards-based curriculum that includes new state-adopted textbooks, supplies tracking materials and student field trips designed to enhance the taught curriculum. New assignments are written and reviewed with families and students. Students share their successful comprehension of the standards of the previous assignments with their teacher and parents in weekly/bi-weekly conferences.

Wm. Finch School maintains a supportive learning environment and a faculty of outstanding teachers and staff committed to nurturing and developing the intellectual, physical, emotional and moral capacity of each student. We believe our operational framework integrates the following eight essential elements for a successful school: a safe learning environment; rigorous K-12 curriculum; agreed-upon pedagogy; rich and varied instructional resources; continuous collection of student assessment data resulting in content learning strategies; quality professional development; family/community engagement; and a delineated administrative system.

Wm. Finch School became a Charter on May 13, 2004. The school plan is to maintain the independent study focus. Two Learning Centers afford the school the ability to hold certain classes on-site.

Student Enrollment

African American
2.22 %

American Indian or Alaska Native
%

Asian
1.48 %

Filipino
%

Hispanic or Latino
6.67 %

Pacific Islander
1.48 %

White (not Hispanic)
88.15 %

Multiple or No Response
%

Socioeconomically Disadvantaged
33 %

English Learners
%

Students with Disabilities
7 %

135

Teachers

Teachers with full credential
8

Teachers without full credential
0

Teachers Teaching Outside Subject Area of Competence

Misassignments of Teachers of English Learners

Total Teacher Misassignments

School Facilities

Summary of Most Recent Site Inspection

William Finch is housed in two buildings completed in 2005 & 2006. GCOE has a full time maintenance staff to support the buildings. The facilities are in good repair.

Repairs Needed

none

Corrective Actions Taken or Planned

none

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)
0

School Finances

School Site
\$6508

District
*

State
\$5,300

Student Performance

English-Language Arts
37.8 %

Mathematics
14.3 %

Science
26.3 %

History-Social Science
18.0 %

Academic Progress

2008 Growth API Score (from 2008 Growth API Report)
666

Statewide Rank (from 2007 Base API Report)
4

2008-09 Program Improvement Status (PI Year)

School Completion

Graduation Rate
53.8%

Postsecondary Preparation

Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma
0

Graduates Who Completed All Courses Required for University of California or California State University Admission
0

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
William Finch
District Name
Glenn County Office of Education

Street
451 South Villa Ave.
Phone Number
530-934-6575

City, State, Zip
Willows , CA 95988
Web Site
www.glenncoe.org

Phone Number
530-934-6320
Superintendent
Arturo Barrera

Principal
Susan Domenighini
E-mail Address
abarrera@glenncoe.org

E-mail Address
sdomenighini@glenncoe.org
CDS Code
11-10116-1130103

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

This section provides information about the school's goals and programs.

Narrative to be provided by LEA The mission of the Wm. Finch School is to deliver a standards-based educational experience to each child in a home environment. This will be accomplished by promoting student mastery in basic skills and to understand and apply their knowledge in successful and meaningful ways.

Opportunities for Parental Involvement (School Year 2007-08)

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

The Independent Home Based Study requires parents to be actively involved in their students education. Parents assist teachers in the instruction of their child, even attending classes with their children. They are involved in supporting the Academic Decathlon Team, attend field trips with their families, and sit on the Advisory Committee.

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.

African American	2.22 %
American Indian or Alaska Native	%
Asian	1.48 %
Filipino	%
Hispanic or Latino	6.67 %
Pacific Islander	1.48 %
White (not Hispanic)	88.15 %
Multiple or No Response	%
Socioeconomically Disadvantaged	33 %
English Learners	%
Students with Disabilities	7 %

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).

English

0

0

Mathematics

8.0
3

6.3
3

Science

III. School Climate

School Safety Plan (School Year 2007-08)

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

The school safety plan, updated annually, has been developed and practiced. Fire and evacuation procedures, lockdown, natural disasters, traumatic events, power outages, chemical accidents, lockdown, civil disturbance, earthquake, and bomb threats. Teachers and students practice procedures each year

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.

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's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

William Finch is housed in two recently completed buildings. Additionally, GCOE has hired full time maintenance staff to support the buildings. No repairs were found to be needed..

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

No repairs were found to be needed.

Gas Leaks

x

No action

Mechanical Systems

x

No action

Windows/Doors/Gates (interior and exterior)

x

No action

Interior Surfaces (walls, floors, and ceilings)

x

No action

Hazardous Materials (interior and exterior)

x

No action

Structural Damage

x

No action

Fire Safety

x

No action

Electrical (interior and exterior)

x

No action

Pest/Vermin Infestation

x

No action

Drinking Fountains (inside and outside)

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

9
10
8
25

Without Full Credential

0
0
0
7

Teaching Outside Subject Area of Competence

0
0
0
0

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
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 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 School

88.2
11.8

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
none

Library Media Teacher (Librarian)
none
N/A

Library Media Services Staff (paraprofessional)
none
N/A

Psychologist
11%
N/A

Social Worker
none
N/A

Nurse
2%
N/A

Speech/Language/Hearing Specialist
Case Basis
N/A

Resource Specialist (non-teaching)
11%
N/A

Other
none
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
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 and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

School Site
6066
442
6508
64,210
District
N/A
N/A
*
*
Percent Difference - School Site and District
N/A
N/A
*
*
State
N/A
N/A
\$5300
*
Percent Difference - School Site and State
N/A
N/A
122%
*

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.

Wm Finch Charter School does not receive Title 1 services. Categorical Block Grant funding is used to supplement the regular education program available to all students.

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.

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	Information not available
Percent of Budget for Teacher Salaries	65 %	Information not available
Percent of Budget for Administrative Salaries	6 %	Information 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

34
40
38
21
25
31
42
43
46

Mathematics

14
15
14
9
12
21
40
40
43

Science

18
20
26
11
12
23
35
38
46

History-Social Science

18
24
18
10
13
14
22

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.

African American

*
*
*
*

American Indian or Alaska Native

*
*

Asian

*
*
*
*

Filipino

*
*

Hispanic or Latino

*
*
*

Pacific Islander

*
*
*

White (not Hispanic)

36
15
24
16

Male

32
13
26
12

Female

43
16
26
23

Economically Disadvantaged

35
8

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 make public the score or performance of any individual student.

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

*
*
*
*
*
*

Asian

*
*
*
*
*
*

Filipino

*
*
*
*
*

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 on the [Physical Fitness Testing](#) Web page.

5
*
7
15.4
9
6.7

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.

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

4

4

4

Similar Schools

N/A

N/A

N/A

"NA"

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"

1130103

"C"

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

"D"

means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E"

indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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.

All Students at the School

12

-7

-2

666

African American

American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Pacific Islander

White (not Hispanic)

-8

-3

-15

666

Socioeconomically Disadvantaged

English Learners

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

No

Yes

Participation Rate - English-Language Arts

Yes

Yes

Participation Rate - Mathematics

Yes

Yes

Percent Proficient - English-Language Arts

Yes

Yes

Percent Proficient - Mathematics

No

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

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)

9.1
3.1
4.6
5.6
2.1
29.5
3.1
3.5
4.4

Graduation Rate

72.0
77.8
87.0
78.1
88.8
85.2
85.0
83.0
79.5

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.

All Students

7

12

N/A

African American

N/A

American Indian or Alaska Native

N/A

Asian

N/A

Filipino

N/A

Hispanic or Latino

1

N/A

Pacific Islander

N/A

White (not Hispanic)

6

N/A

Socioeconomically Disadvantaged

N/A

English Learners

N/A

Students with Disabilities

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.

Wm Finch is currently developing plans to collaborate with the Glenn County ROP Consortium to organize and develop career technical pathways for our students.

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
0

Percent of the school's pupils completing a CTE program and earning a high school diploma
0

Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education
0

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.

Students Enrolled in Courses Required for UC/CSU Admission
21.6

Graduates Who Completed All Courses Required for UC/CSU Admission

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school day dedicated to staff development for the most recent three-year period.

Staff development has focused on the improvement of Math and Language Arts instruction, including Dibles, Enterprise Math and training on new textbooks. Conferences on independent study strategies and charter school issues were attended. An average of two days per year is dedicated to planning and staff development.

