

Glenn County Special Education School Accountability Report Card Reported Using Data from the 2012-13 School Year Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Glenn County Special Education
Street	311 South Villa Ave.
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6575
Principal	Vicki Shadd
E-mail Address	vshadd@glenncoe.org
CDS Code	11-10116-6077184

District Contact Information	
District Name	Glenn County Office of Education
Phone Number	(530) 934-6575
Web Site	www.glenncoe.org
Superintendent	Tracey Quarne
E-mail Address	tquarne@glenncoe.org

School Description and Mission Statement (School Year 2012-13)

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

The purpose of the Glenn County Special Education programs is to provide free and appropriate special education services designed to meet the needs of students with moderate to severe, mild to moderate and low incidence disabilities. Eligible students range in age from Birth – 22 years old. The school is committed to providing high quality, comprehensive and legally compliant services. Our mission is to provide the best services to students to facilitate the highest level of student learning as possible leading individuals to engage in lifelong learning. Special Education Teachers and Designated Instruction Specialists provide the following services:

- Day Classes for Emotionally Disturbed (ED) students
- Speech and Language Services
- Visually Impaired Services
- Services for Orthopedically Impaired Students
- Infant/Toddler Early Start Intervention
- Preschool Services
- Assistive Technology Services
- Occupational Therapy
- Adapted Physical Education
- Classes for Students with Mild, Moderate and/or Severe Disabilities

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The Glenn County Office of Education Special Education School encourages parents to be involved in all aspects of their student's education. Teachers encourage parents to volunteer in the classroom; if you are interested in becoming a regular classroom volunteer please contact your child's teacher.

It is not only legally required that parents participate in the IEP process, but with parental support and input, students' growth, educationally, socially and emotionally will be optimal. Parents may also participate in the Community Action Committee (CAC), which meets monthly in selected locations around the county. This parent-driven group seeks to increase parent involvement and supports parents in increasing their knowledge about special education. Parents, school staff members, and community support agencies participate in the CAC.

Parents are also encouraged to join the School Site Council which meets 3 times per year to discuss various issues pertinent to parents and to recommend services and programs. Parents are an integral part of the School Site Council; for more information contact April Hine, 530-934-6575 ext 3175.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59	63	53	37	44	43	54	56	55
Mathematics	45	57	49	33	37	33	49	50	50
Science				24	32	35	57	60	59
History-Social Science				17	20	18	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	33	37	18
All Student at the School	53	49		
Male	46	43		
Female	67	58		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	67	53		
Native Hawaiian/Pacific Islander				
White	29	29		
Two or More Races				
Socioeconomically Disadvantaged	64	56		
English Learners	67	67		
Students with Disabilities	53	49		
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				37	16	38	59	56	57
Mathematics				30	29	59	56	58	60

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	62	24	14	41	44	15
All Students at the School	0					
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	C	C	C
Similar Schools	C	C	C

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-12	66	-89
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	34	613	72	714	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	3		1		30,394	743
Asian	2		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	14	689	14	580	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	14	472	51	744	1,200,127	853
Two or More Races	1		6		125,025	824
Socioeconomically Disadvantaged	25	657	43	659	2,774,640	743
English Learners	12	720	8		1,482,316	721
Students with Disabilities	34	613	7		527,476	615

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
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	---	2
Percent of Schools Currently in Program Improvement	---	66.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	5
Grade 3	2
Grade 4	4
Grade 5	3
Grade 6	5
Grade 7	2
Grade 8	3
Grade 9	7
Grade 10	6
Grade 11	1
Grade 12	4
Ungraded Secondary	15
Total Enrollment	61

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	32.8
American Indian or Alaska Native	4.9	Two or More Races	1.6
Asian	3.3	Socioeconomically Disadvantaged	73.8
Filipino	1.6	English Learners	41.0
Hispanic or Latino	52.5	Students with Disabilities	100.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	1	0	0					1	1		
1					8	1	0	0	3	1		
2									4	1		
3	11	1	0	0	15	1	0	0	3	1		
4									4	1		
5					6	1	0	0	2	2		
6									3	2		
Other	11	1	0	0					8	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A comprehensive School Safety Plan was last reviewed and updated in the fall of 2013. Key elements of the plan include monthly school site safety drills, crisis interventions plans, and ongoing trainings. Classes 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

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	7.94	16	17	16.95		
Expulsions	0		0	0		

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Glenn County Special Education classrooms are located at school sites across the county, with the exception of a few selected services in the infant and preschool programs. GCOE students are instructed in classrooms maintained by the school districts and in classrooms owned by the county; all SDC classrooms are owned and maintained by the county. All of the GCOE classrooms were updated with specialized state and federal funding in 2002. The classrooms are wheelchair accessible and ADA compliant with internet access and a full complement of computer technology for students.

The following sites were inspected on the following dates:

- Capay Elementary School, 8/23/12
- Hamilton Elementary, 8/24/12
- Hamilton High School, 8/24/12
- Lake Elementary School, 9/12/12
- Orland Unified School District, Mill Street School, 7/26/12
- Orland Unified School District, Eagle Program, 7/26/12
- Orland Unified School District, High School, 7/26/12
- Plaza Elementary School, 7/19/12
- Princeton Elementary School, 9/19/12
- Willows Unified School District, High School, 9/27/12
- Willows Unified School District, Intermediate School, 9/27/12

For detail on these inspections, please contact Paul Barr, 530-865-1267, Ext 3101

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 2012-13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential		6	6	
Without Full Credential		0	1	
Teaching Outside Subject Area of Competence (with full credential)		0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	83.0	17.0
High-Poverty Schools in District	83.0	17.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	3.8	---
Social Worker	0	---
Nurse	3.11	---
Speech/Language/Hearing Specialist	2.6	---
Resource Specialist	0	---
Other	81.47	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2008-2009

The school has adopted curriculum appropriate to the needs of the special education populations. BASICS curriculum is used throughout in the classes for students with severe disabilities. The curriculum is reviewed and updated annually.

Curriculum in classrooms where students are able to meet or exceed California State Standards is current and up to date. The curriculum is aligned to that used in the local schools where special education classrooms are located. All three classrooms serving students with Emotional Disturbance have current, standards aligned and state or Board adopted curriculum in Mathematics, Science, History and English Language Arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent	Yes	0%
Mathematics	Excellent	Yes	0%
Science	Excellent	Yes	0%
History-Social Science	Excellent	Yes	0%
Health	Excellent	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	18363	291	0	41834
District	---	---	*	
Percent Difference: School Site and District	---	---		.01
State	---	---	\$5,537	
Percent Difference: School Site and State	---	---	-100.0	

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- California High Exit Exam (CAHSEE) remediation using Title IA and CAHSEE Remediation 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
- Services for English Learners through English Learner Acquisition funds (ELAP) and Title III

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	14.30	14.60	13.30	14.30	14.60	13.30	16.60	14.70	13.10
Graduation Rate							80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	3	19	418,598
Black or African American			28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	1	5	193,516
Native Hawaiian/Pacific Islander			2,585
White	2	13	127,801
Two or More Races		1	6,790
Socioeconomically Disadvantaged	3	15	217,915
English Learners		1	93,297
Students with Disabilities	3	4	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.

Students participate in the "Student-lead IEP" process beginning in grade six and continuing through high school. The purpose of student-lead IEP meetings is to develop oral language and communication skills, social and leadership skills, disability awareness, and self-advocacy skills in the school, workplace, and community.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The school is committed to high quality professional development for all Special Education staff. All teaching staff participate in a focused Professional Learning Community which includes areas of interest such as Response to Intervention, Autism, Brain Based Teaching and Early Childhood Development and Instructional Technology. Staff are provided extra days in which to participate in their PLCs. This model is supported in reasearch regarding improving instructional practices. Certificated and Classified staff participate in training in best practices for instruction of students with special needs including Autism, Children of Trauma, CPI training, and Positive Behavior Interventions and Services. The staff participated in the beginning training of Common Core preparation and implementation.

In addition to the above professional development, GCOE participates in the BTSa induction program for teachers. All Special Education teachers participate in two years of working with a Mentor in a structured program. Interns are also provided with mentors, guidance and support. GCOE is committed to hiring, retaining and supporting the most qualified canditates and helping them to become highly effective teachers.