Glenn County Special Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

Contact Information (School Year 2017-18)

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	Jacki Campos
E-mail Address	jcampos@glenncoe.org
CDS Code	11-10116-6077184

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

School Description and Mission Statement (School Year 2017-18)

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:

- 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
- Mild/ Moderate Services
- Regional Severe Services
- Orientation and Mobility
- Transition
- Transportation
- Deaf and Hard of Hearing Services

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	7
Grade 1	1
Grade 2	4
Grade 3	3
Grade 4	4
Grade 5	1
Grade 6	5
Grade 7	5
Grade 8	2
Grade 9	4
Grade 10	8
Grade 11	4
Grade 12	6
Ungraded Secondary	13
Total Enrollment	67

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3
Asian	1.5
Filipino	0
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0
White	38.8
Two or More Races	6
Socioeconomically Disadvantaged	74.6
English Learners	14.9
Students with Disabilities	100
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	4		
Without Full Credential	1	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2015-16

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 aligned to state adopted standards and IEP goals and updated annually.

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

Subject	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%
Foreign Language	N/A		N/A
Health	Excellent	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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 severe 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:

Orland Unified School District, Mill Street School, 7/18/16
Orland Unified School District, Eagle Program, 7/22/16
Orland Unified School District, High School, 7/22/16
Plaza Elementary School, 6/11/16
Willows Unified School District, High School, 7/20/16
Willows Unified School District, Intermediate School, 7/20/16

For detail on these inspections, please contact Shane Anderson, 530-865-1267, Ext 3101

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year) **Year and month of the most recent FIT report:** 2016-17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2016-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	8	11	39	34	48	48
Mathematics (grades 3-8 and 11)		4	30	22	36	37

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100	11.11
Male	19	19	100	10.53
Female	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100	0
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100	8.7
English Learners	--	--	--	--
Students with Disabilities	27	27	100	11.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100	3.7
Male	19	19	100	0
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100	0
White	11	11	100	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100	4.35
English Learners	--	--	--	--
Students with Disabilities	27	27	100	3.7
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	57	52	42	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Glenn County Office of Education Special Education School has a high level of parent participation in the Individualized Education Plan (IEP) process and parents are encouraged 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 semi-annually. 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0	16.7	28.6	58.2	60	11.5	10.7	9.7
Graduation Rate	0	0	0	45.71	23.64	17.33	80.95	82.27	83.77

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.0	11.4	6.5	0.8	1.5	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. The school has been involved in a county-wide interagency program, SMART, System-Wide Mental Health Assessment and Response Treatment focusing on intervention and/or placement in mental facilities for individuals needing acute mental health intervention.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	1			8	1			12	1		
6					4	2						

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	2014-15				2015-16				2016-17			
	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.

Academic Counselors and Other Support Staff (School Year 2016-17)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	3.00	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	6	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site			0	53353
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		.01
State	N/A	N/A	$6,574	
Percent Difference: School Site and State	N/A	N/A	-200.0	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Standards-aligned textbooks purchased through Instructional Materials Funding Realignment Program (IMFRP)
ELD Training
LCAP/LCFF Implementation

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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/.

Advanced Placement (AP) Courses (School Year 2016-17)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The school is committed to high quality professional development for all Special Education staff. All teaching staff participate in local LCAP training, SBAC test preparation. 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, Mathematics and Services.

In addition to the above professional development, GCOE participates in the BTSA induction program for teachers. All Special Education teachers participate in one year 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.