

WILLOWS HIGH COMMUNITY DAY
School Accountability Report Card
School Year 2005-06
Published During 2006-07

School Information		District Information	
School Name	Willows High Community Day	District Name	Willows Unified
Principal	Mr. Michael Rutherglen	Superintendent	Dr. Steve Olmos
Street	823 W. Laurel St.	Street	334 W. Sycamore St.
City, State, Zip	Willows, CA 95988-	City, State, Zip	Willows, CA 95988-2830
Phone Number	(530) 934-6605	Phone Number	(530) 934-6600
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CDS Code	11-62661-1130129	SARC Contact	Mr. Michael Rutherglen

Mission Statement

*“A PLACE TO GROW IN THE PRESENT, PREPARE FOR THE FUTURE
AND OFFER SUCCESS FOR ALL”*

School Description

Willows High Community Day School (WHCDS) is located on the Willows Community High School campus. The school serves students in grades 9-12. WHCDS is an alternative educational setting designed to provide a comprehensive curriculum to meet the need of students at risk.

Opportunities for Parental Involvement

Parents have several opportunities to become involved in their child’s education through Back to School Night, Open House, Parent Volunteer Participation, and School Site Council.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported is the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	7
Grade 10	1
Grade 11	0
Grade 12	0
Total Enrollment	8

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	37.5
American Indian or Alaska Native	12.5	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0

Filipino	0.0	English Learners	0.0
Hispanic or Latino	50.0	Students with Disabilities	13.0
Pacific Islander	0.0	---	---

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion for the District).

	District		
	2003-04	2004-05	2005-06
Suspensions	277	298	303
Expulsions	7	12	14

II. School Safety and Climate for Learning

School Safety Plan

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and practiced. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is high priority at Willows High Community Day School.

School Programs and Practices that Promote a Positive Learning Environment

Students within the Alternative Education Center are provided a comprehensive program of student services to help maintain proper school discipline and a climate conducive to learning. Special Alternative Education efforts include the following:

- ◆ Activities for improving student self esteem
- ◆ Resource speakers
- ◆ Local agency assistance
- ◆ Career training

The Alternative Education Center has a school site discipline plan that is reviewed by the student and parent upon entering the program. Parents are then updated daily on their child's progress and behavior.

School Facilities

The Willows High Community Day School is located in a portable building on the Willows Community High School campus. Lunches are prepared at the comprehensive high school and transported to the facility on a daily basis.

Restrooms and food service areas are cleaned daily and classrooms are cleaned every other day. District maintenance, grounds, and custodians help to provide a safe, clean, and well-kept campus.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

III. Academic Data

Note: To protect student privacy, scores for the following programs and reports are not shown when the number of students tested is 10 or less:

California Standards Tests (CST)

CST - All Students

California Physical Fitness Test

Academic Performance Index (API)

Adequate Yearly Progress (AYP)

California High School Exit Exam (CAHSEE)

IV. Teacher and Staff Information

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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	1	1	1	88
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	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.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Vacant Teacher Positions	0	0	0
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Core Academic Classes Taught by NCLB Compliant Teachers

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 <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.0	4.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Teacher Evaluations

Willows High Community Day School teachers are evaluated through a process that is collectively agreed upon by the Willows Unified Teachers’ Association, the Administration, and the Board of Trustees.

Each teacher conferences and participates in the completion of a Certificated Plan for Evaluation at the beginning of the school year. The plan addresses standards for evaluation and assessment, and a Detailed Emphasis Plan is additionally completed when appropriate.

Permanent certificated employees are evaluated every other year and probationary, temporary, and/or a permanent certificated employee with an unsatisfactory performance rating, are evaluated every year.

Substitute Teachers

The Willows Unified School District assigns substitute teachers who are fully credentialed. The District provides a substitute list from which we may select the appropriate substitute teacher to work in the Alternative Education Program.

V. Curriculum and Instruction

The Willows Community High School staff supports the Willows High Community Day School instructor and the leadership is provided by the administrator at the Willows Community High School.

School Instruction and Leadership

The staff at Willows High Community Day School is professionally skilled and personally committed to meeting the needs of all students. Our curriculum is continually reviewed to ensure alignment with the State Standards in all content areas. Expectations for student performance and behavior are high, yet consistent with ability; overall test scores remain very positive and consistently above state and national averages.

Classroom teachers use a variety of instructional practices in their classrooms; instructional emphasis is on active learning consistent with the developmental characteristics of our students.

Students with special learning disabilities have individual learning plans and receive specialized services from the county program that promote greater school success. Severely limited English speaking students are also provided individual learning plans and resource personnel from Willows High School to assist them in developing a proficiency in speaking the English language and in being mainstreamed into the regular classrooms as soon as appropriate.

Professional Development

Professional development is considered an important component in school improvement. With the Statewide implementation of a standards-based curriculum, staff development activities continue to focus on curriculum alignment with the state’s expectations and the teaching of all content standards and benchmarks throughout the year.

Within the confines of his/her individual teaching assignment, each teacher was provided the opportunity to receive training to increase their knowledge of their subject matter, effective instructional practices, technology in the classroom and classroom management. Three days have been dedicated during the year to accommodate staff development needs of the entire staff.

Quality and Currency of Textbooks and Other Instructional Materials

Willows High Community Day School provides all students with individual copies of course textbooks; teachers are provided with instructor’s copies of each textbook used in each subject area. The school is aligned to the State Board Adopted Instructional Materials Timeline. The subjects scheduled for adoption and approved by the State Department are reviewed by a committee of teachers and administrators. The chosen text is then submitted to the District Board of Trustees for approval.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adopted by School Board Good Quality	0%
Mathematics	Adopted by School Board Good Quality	0%
Science	Adopted by School Board Good Quality	0%
History-Social Science	Adopted by School Board Good Quality	0%
Foreign Language	N/A	-
Health	N/A	-
Science Laboratory Equipment (grades 9-12)	N/A	-

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

All textbooks are standards-aligned and are available for every student in the district. We are consistent with the content and cycle of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Community Day School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

VI. Fiscal and Expenditure Data

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,176	\$1,170	\$6,006	\$54,062
District	\$6,973	---	\$6,973	\$54,062
State	\$4,743	---	\$4,743	\$54,823

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,100	\$36,796
Mid-Range Teacher Salary	\$49,858	\$54,062
Highest Teacher Salary	\$61,100	\$68,679
Average Principal Salary (Elementary)	\$79,302	\$83,916
Average Principal Salary (Middle)	\$80,866	\$86,752
Average Principal Salary (High)	\$84,475	\$92,915
Superintendent Salary	\$103,450	\$121,387
Percent of Budget for Teacher Salaries	39.5	40.2
Percent of Budget for Administrative Salaries	6.3	5.8