

Tulare County Community School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Tulare County Community
Street	2637 West Burrel Ave.
City, State, Zip	Visalia, CA 93291
Phone Number	(559) 651-2904
Principal	Nicole Rocha
E-mail Address	nrocha@tcoe.org
Web Site	
Grades Served	7-12
CDS Code	54105465430343

District Contact Information	
District Name	Tulare County Office of Education
Phone Number	(559) 733-6300
Superintendent	Mr. Jim Vidak
E-mail Address	jimv@tcoe.org
Web Site	www.tcoe.org

School Description and Mission Statement (Most Recent Year)

Tulare County Office of Education Community Schools service those referred students in grades seven through twelve, who are either expelled or adjudicated. Juvenile Court, the Probation Department, school districts, and other public agencies refer these high-risk students to one of five community schools located throughout Tulare County. The academic program follows the rigorous standards-based curriculum adopted by the referring districts and is geared to student's individual needs. The program is supplemented with appropriate individual or group counseling in the areas of substance abuse, anger management, and gang intervention. The goal of the program is to transition the students to their district of residence once they meet certain conditions established by Juvenile Court, Probation, terms of the expulsion, and attendance/academic progress. The integration of Character Counts! into the program provides numerous opportunities for students to develop their character by reflection, community service, and good decision making.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	1
Grade 8	6
Grade 9	15
Grade 10	28
Grade 11	20
Grade 12	26
Total Enrollment	96

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	1
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1
White	9.4
Two or More Races	4.2
Socioeconomically Disadvantaged	99
English Learners	29.2
Students with Disabilities	9.4
Foster Youth	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	6	177
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	69.2	30.8
All Schools in District	77.5	22.5
High-Poverty Schools in District	67.8	32.2
Low-Poverty Schools in District	85.0	15.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Community school's instructional materials and textbooks in the area of reading/language arts follow the adopted materials list of the districts referring students to the community school. Be A Better Reader; Read Naturally; Holt World Literature; as well as Compass Learning's Odyssey assist students with reading/language arts skills.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Community school's instructional materials and textbooks in the area of mathematics follow the adopted materials list of the districts referring students to the community school. McDougell-Littel Algebra and Pre-Algebra; Holt Practical Mathematics; as well as CompassLearning's Odyssey assist students with mathematics and Algebra skills.	Yes	0
Science	Community school's instructional materials and textbooks in the area of science follow the adopted materials list of the districts referring students to the community school. Glencoe Biology, Holt Earth Science, Holt Health, Prentice Hall Physical Science.	Yes	0
History-Social Science	Community school's instructional materials and textbooks in the area of history-social science follow the adopted materials list of the districts referring students to the community school. Holt World Geography, Holt World History, Glencoe American History, Glencoe US Government, Glencoe Economics.	Yes	0
Foreign Language	Foreign Language instruction is not offered in the community school program. Students may enroll in these courses upon their eventual transition to their district of residence.	No	0
Health	Community school's instructional materials and textbooks in the area of health follow the adopted materials list of the districts referring students to the community school	Yes	0
Visual and Performing Arts	Instruction in Visual & Performing Arts is not offered in the community school program. However, community school students have participated in mural projects as part of community service projects.	Yes	0
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment is limited in the community school due to safety reasons. Computer software generated science activities at times replaces laboratory equipment.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	0	25	44
Mathematics	0	7	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	4	4	100.0	--	--	--	--
	8	9	6	66.7	--	--	--	--
	11	36	22	61.1	82	5	0	0
Male	7		4	100.0	--	--	--	--
	8		5	55.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		20	55.6	80	5	0	0
Female	8		1	11.1	--	--	--	--
	11		2	5.6	--	--	--	--
Black or African American	7		1	25.0	--	--	--	--
	11		3	8.3	--	--	--	--
American Indian or Alaska Native	7		1	25.0	--	--	--	--
	8		0	0.0	--	--	--	--
Asian	11		1	2.8	--	--	--	--
	Hispanic or Latino	7	2	50.0	--	--	--	--
		8	4	44.4	--	--	--	--
11	15	41.7	80	7	0	0		
Native Hawaiian or Pacific Islander	11		1	2.8	--	--	--	--
White	8		1	11.1	--	--	--	--
	11		2	5.6	--	--	--	--
Socioeconomically Disadvantaged	7		3	75.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		18	50.0	83	6	0	0
English Learners	7		1	25.0	--	--	--	--
	8		1	11.1	--	--	--	--
	11		9	25.0	--	--	--	--
Students with Disabilities	11		1	2.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	4	3	75.0	--	--	--	--
	8	9	7	77.8	--	--	--	--
	11	36	22	61.1	91	0	0	0
Male	7		3	75.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		6	66.7	--	--	--	--
	11		20	55.6	90	0	0	0
Female	8		1	11.1	--	--	--	--
	11		2	5.6	--	--	--	--
Black or African American	7		1	25.0	--	--	--	--
	11		3	8.3	--	--	--	--
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Asian	11		1	2.8	--	--	--	--
Hispanic or Latino	7		2	50.0	--	--	--	--
	8		5	55.6	--	--	--	--
	11		15	41.7	93	0	0	0
Native Hawaiian or Pacific Islander	11		1	2.8	--	--	--	--
White	8		1	11.1	--	--	--	--
	11		2	5.6	--	--	--	--
Socioeconomically Disadvantaged	7		3	75.0	--	--	--	--
	8		1	11.1	--	--	--	--
	11		17	47.2	94	0	0	0
English Learners	7		1	25.0	--	--	--	--
	8		2	22.2	--	--	--	--
	11		10	27.8	--	--	--	--
Students with Disabilities	11		1	2.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	13	0	0	28	30	32	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32
All Students at the School	0
Male	0
Female	--
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	0
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	0
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

A Vocational Education Teacher works with community school teaching staff to offer Pre-Vocational and Vocational Education courses that prepares students to enter the work world. Students are guided to take workforce preparation courses offered by their district of residence upon their transition to their schools.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
% 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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	5	13	4	35	47	43	57	56	58
Mathematics			5	32	37	34	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57	19	24	66	24	10
All Students at the School	96	4		95	5	
Male	100			95	5	
Hispanic or Latino	96	4		95	5	
Socioeconomically Disadvantaged	96	4		95	5	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.30	20.00	

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parents are invited to attend Back to School and Open House activities organized by each community school. Parental involvement is organized by each community school's efforts to inform parents on gang intervention, anger management, and effective parenting practices. Parents are invited for awards assemblies throughout the school year. Parents complete annual surveys regarding the eight priorities from the Local Control Accountability Plan (LCAP).

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	14.90	13.20	12.80	14.90	13.20	12.80	13.10	11.40	11.50
Graduation Rate	80.00	81.57	82.64	80.00	81.57	82.64	78.87	80.44	80.95
				School	District	State			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	18.47	17.61	26.11	8.45	9.35	8.04	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.03	0.00	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Tulare County Office of Education makes the safety of students and staff a priority. Our schools are in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. School administration and the Tulare County Office of Education have placed a great emphasis on campus safety and security. Staff members supervise students on campus at all times. The Comprehensive Safety Plan is reviewed by the staff each year in order to ensure a safe and orderly learning environment. Key Components of the Safety Plan include the following:

- School Wide Dress Code
- Hate Crime Policies and Procedures
- Disaster Procedures
- Crisis Management Procedures

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	5	7						10	11			
Mathematics								19	3	1		
Science								14	5			
Social Science								9	12			

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.0	N/A
Other	5.0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				\$72,539
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

A full-time Vocational Education teacher assists classroom teachers in the delivery of a Career Awareness curriculum. The Vocational Education teacher also provides vocational interest inventories to students, lessons on job readiness skills, and assists students with job opportunities. The Vocational Education teacher organizes annual job fairs at the school sites for students. Truancy/Intervention Officers are also funded to support student attendance and with crisis intervention.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	52,154	
Mid-Range Teacher Salary	72,539	
Highest Teacher Salary	94,004	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	142,212	
Superintendent Salary	249,045	
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 2014-15)

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.

Professional Development (Most Recent Three Years)

Teachers have implemented GLAD(Guided Language Acquisition Design) strategies. Teachers are also attending Common Core professional development classes. Specified professional development days focused on the implementation of Common Core. Teachers are also receiving technology professional development.