

Tulare County Court

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 Court
Street	11200 Avenue 368,
City, State, Zip	Visalia, CA, 93278-5091
Phone Number	(559) 735-1639
Principal	Karon Valdivieso
E-mail Address	karonv@tcoe.org
Web Site	
Grades Served	7-12
CDS Code	54105465430061

District Contact Information	
District Name	Tulare County Office of Education
Phone Number	(559) 735-1640
Superintendent	Jim Vidak
E-mail Address	jimv@tcoe.org
Web Site	www.tcoe.org

School Description and Mission Statement (Most Recent Year)

The Tulare County Office of Education continues to operate the Court Schools in two adjacent Probation-provided facilities, the Juvenile Detention Facility and the Youth Facility. The Court Schools work in tandem with the Probation Department and Health and Human Services to provide incarcerated youth with an educational setting conducive to developing academic, social, and life skills needed to successfully transition to their home schools to complete their education.

The Court Schools have adopted the mission to facilitate high-risk students in becoming proficient in their both their academic and life skills to rejoin their communities as responsible citizens. Ongoing development of effective communication, ethical decision-making, and strong social skills will enable this transition.

Standards-based curriculum is provided to approximately 175 minors at the two schools. Students are provided opportunities to pass the General Education Development (GED) test. The academic program is geared toward individual needs as addressed in the student's Individual Learning Plan (ILP). In small classes of a maximum of 18 at JDF and not exceeding 20 at the Youth Facility, the certificated teaching staff presents lessons that accommodate diversity of academic and linguistic skills and learning styles while addressing state curricular standards. Embedded in the instruction is character education which is also reinforced by literacy studies. The specialized training in teaching strategies, Guided Language Acquisition Design, has enabled the instructors to provide all learners access to the curriculum and facilitate their participation. There is a strong emphasis on technological applications in the classrooms to promote improved computer literacy, investigate career opportunities, and enhance presentation skills.

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

Grade Level	Number of Students
Grade 8	1
Grade 9	12
Grade 10	27
Grade 11	50
Grade 12	48
Total Enrollment	138

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.4
Asian	1.4
Filipino	0.7
Hispanic or Latino	81.9
White	8.7
Two or More Races	0.7
Socioeconomically Disadvantaged	52.9
English Learners	31.9
Students with Disabilities	13.8
Foster Youth	4.3

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	9	9	10	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	89.2	10.8
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	Based on literature recommended by the State Department of Education; standards-based literature texts (McDougal Littell, Fearon), grammar books (Holt Rhinehart, Winston), and composition (Houghton Mifflin); Computer applications such as Learning 200, and Odyssey(Compass Learning); State-approved texts for English language learners (National Geographic)	Yes	0
Mathematics	State-adopted algebra texts (McDougal Littell). Four-year replacement policy. Accelerated Math libraries, Learning 2000, Odyssey, and other computer applications.	Yes	0
Science	State-adopted life and physical science texts (Prentice Hall), locally-adopted earth science ((Heath); simulated lab software; Local adopted biology books.	Yes	0
History-Social Science	Standards-based locally adopted texts for American and world histories, world geography, civics and economics (Glencoe, Prentice Hall).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Court Schools are housed in two facilities which are operated by the Tulare County Probation Department. That entity is charged with the responsibility of the safety and security of all detained youth and in ensuring appropriate maintenance of those sites. The classrooms at the Youth Facility are large and receive natural sunlight; our furniture adequately meets our classroom needs; they have been repainted and recarpeted. At the Juvenile Detention Facility, completed in 2000, the classrooms are small and windowless providing limited desk space and room for computers. There are no classrooms with adjoining bathrooms or sinks. There are no planned capital improvements.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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:				
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	6	25	44
Mathematics	2	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	6	1	1	100.0	--	--	--	--
	7	5	2	40.0	--	--	--	--
	8	16	5	31.3	--	--	--	--
	11	84	45	53.6	71	18	4	0
Male	6		1	100.0	--	--	--	--
	7		2	40.0	--	--	--	--
	8		4	25.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		39	46.4	77	15	0	0
Female	7		0	0.0	--	--	--	--
	8		1	6.3	--	--	--	--
	11		6	7.1	--	--	--	--
Black or African American	11		1	1.2	--	--	--	--
American Indian or Alaska Native	11		1	1.2	--	--	--	--
Filipino	11		1	1.2	--	--	--	--
Hispanic or Latino	7		2	40.0	--	--	--	--
	8		3	18.8	--	--	--	--
	11		34	40.5	74	15	3	0
White	6		1	100.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		6	7.1	--	--	--	--
Two or More Races	8		0	0.0	--	--	--	--
	11		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	7		2	40.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		21	25.0	71	14	5	0
English Learners	7		0	0.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		11	13.1	45	36	0	0
Students with Disabilities	11		2	2.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	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	5	2	40.0	--	--	--	--
	8	16	6	37.5	--	--	--	--
	11	84	45	53.6	91	0	0	0
Male	7		2	40.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		39	46.4	90	0	0	0
Female	7		0	0.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		6	7.1	--	--	--	--
Black or African American	11		1	1.2	--	--	--	--
American Indian or Alaska Native	7		1	20.0	--	--	--	--
	11		1	1.2	--	--	--	--
Filipino	11		1	1.2	--	--	--	--
Hispanic or Latino	7		1	20.0	--	--	--	--
	8		3	18.8	--	--	--	--
	11		34	40.5	88	0	0	0
White	8		3	18.8	--	--	--	--
	11		6	7.1	--	--	--	--
Two or More Races	8		0	0.0	--	--	--	--
	11		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	7		1	20.0	--	--	--	--
	8		5	31.3	--	--	--	--
	11		21	25.0	90	0	0	0
English Learners	7		0	0.0	--	--	--	--
	8		2	12.5	--	--	--	--
	11		11	13.1	82	0	0	0
Students with Disabilities	11		2	2.4	--	--	--	--
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)	4	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	--
Hispanic or Latino	0
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
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)

Career Technical Education Participation (School Year 2014-15)

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 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	19	11	17	35	47	43	57	56	58
Mathematics	14	3	10	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	83	10	7	90	10	
Male	88	8	4	88	12	
Hispanic or Latino	86	7	7	89	11	
Socioeconomically Disadvantaged	83	10	7	90	10	

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

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)

Parental contact includes attendance by parents of Special Education students at team meetings for the Individual Education Program (IEP). The teaching staff is always available to meet with parents to discuss educational needs, especially for those students in long-term programs; the Court School staff provides ongoing support to parents. Awards Assemblies are held at both facilities to recognize academic achievement. The educational program is introduced by students and staff to familiarize parents with the school's organization and objectives. We have informational parent meetings following those assemblies where parental representatives are elected to serve on the Court Schools School Site Council (SSC) and English Learners Advisory Council (ELAC). The organization of the School Site Council serves as an avenue of communication for parents through the submission of questions and concerns to the group for discussion. This advisory group develops the Single Plan for Student Achievement which targets weak academic areas and under-performing subgroups and then adjusts that plan to reflect disaggregated testing results. It is through this group and the Annual Review that program monitoring occurs to address current needs.

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

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	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	8.84	8.82	10.59	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)

The elements of the School Safety Plan are reviewed and updated with staff yearly following discussion with Probation management and the assigned safety officers. Included in the plan are classroom management procedures, standards of professional demeanor, emergency facility procedures (crisis response, evacuation plans, disaster contingencies), mandatory child abuse reporting, sexual harassment policy, and other safe school strategies and programs. The Tulare County Office of Education paid for the installment/upgrade of camera systems within the facility to tape and record classroom incidents.

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	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	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	Yes	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								15	12			
Mathematics								17	11	2		
Science								15	8			
Social Science								13	4			

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	N/A
Counselor (Social/Behavioral or Career Development)	1	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	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				
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)

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.