

Tulare County Community School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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 2016-17)

| 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 | |
| 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 (School Year 2016-17)

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 four 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 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 8 | 5 |
| Grade 9 | 8 |
| Grade 10 | 17 |
| Grade 11 | 28 |
| Grade 12 | 25 |
| Total Enrollment | 83 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 6 |
| American Indian or Alaska Native | 3.6 |
| Asian | 1.2 |
| Filipino | 0 |
| Hispanic or Latino | 79.5 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 7.2 |
| Two or More Races | 2.4 |
| Socioeconomically Disadvantaged | 97.6 |
| English Learners | 36.1 |
| Students with Disabilities | 13.3 |
| Foster Youth | 8.4 |

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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 7 | 6 | 5 | 170 |
| Without Full Credential | 0 | 0 | 1 | 27 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 63.0 | 37.0 |
| All Schools in District | 84.1 | 15.9 |
| High-Poverty Schools in District | 56.7 | 43.3 |
| Low-Poverty Schools in District | 95.1 | 4.9 |

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 2016-17)

Year and month in which data were collected: September 2013

| Subject | 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 |

| Subject | 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 of the most recent FIT report: 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 of the most recent FIT report: 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 of the most recent FIT report: 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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 0 | 4 | 39 | 29 | 44 | 48 |
| Mathematics | 0 | | 22 | 16 | 34 | 36 |

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 37 | 27 | 73.0 | 4.8 |
| Male | 11 | 29 | 21 | 72.4 | 6.7 |
| Hispanic or Latino | 11 | 32 | 23 | 71.9 | 5.6 |
| Socioeconomically Disadvantaged | 11 | 32 | 22 | 68.8 | 6.3 |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 37 | 27 | 73.0 | |
| Male | 11 | 29 | 21 | 72.4 | |
| Hispanic or Latino | 11 | 32 | 23 | 71.9 | |
| Socioeconomically Disadvantaged | 11 | 32 | 22 | 68.8 | |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 0 | 0 | 5 | 30 | 32 | 47 | 60 | 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 27 | 22 | 81.5 | 4.6 |
| Male | 23 | 18 | 78.3 | |
| Hispanic or Latino | 20 | 18 | 90.0 | 5.6 |
| Socioeconomically Disadvantaged | 22 | 18 | 81.8 | 5.6 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

Career Technical Education is weaved into the English courses and supported by the Behavior Management Specialists. A work portfolio is developed by each student through on-line coursework.

Career Technical Education Participation (School Year 2015-16)

| 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 (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 (School Year 2016-17)

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. Parent conferences are held to inform parents of their student's academic progress . Parents are invited for awards assemblies throughout the school year. Parents are invited to attend all Local Control Accountability Plan (LCAP) meetings and complete annual surveys regarding the eight priorities from then 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 13.20 | 12.80 | 10.20 | 13.20 | 12.80 | 10.20 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 81.57 | 82.64 | 85.36 | 81.57 | 82.64 | 85.36 | 80.44 | 80.95 | 82.27 |

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 17.6 | 26.1 | 27.3 | 9.4 | 8.0 | 5.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | 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 | 50.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | | | | 10 | 11 | | | 10 | 11 | | | |
| Mathematics | | | | 19 | 3 | 1 | | 19 | 3 | 1 | | |
| Science | | | | 14 | 5 | | | 14 | 5 | | | |
| Social Science | | | | 9 | 12 | | | 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 2015-16)

| 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 | 6.0 | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 29,844.00 | 0 | 29,844 | 94,217.00 |
| District | N/A | N/A | | |
| Percent Difference: School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$5,677 | |
| Percent Difference: School Site and State | N/A | N/A | 425.7 | |

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

Types of Services Funded (Fiscal Year 2015-16)

Behavior Management Specialists were hired for each site. They supported students with strategies to help them be successful at school which included behavior and anger management skills, study skills, and social skills. Truancy/Intervention Officers are also funded to support student attendance and with crisis intervention.

Professional Development (Most Recent Three Years)

Teachers received support from English and Math consultants. The consultants presented best practices at in-services throughout the year. In addition each teacher received individual coaching in their classrooms, which included modeling lessons and team teaching. 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.