

Tulare County Community 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	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 2017-18)

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 2016-17)

Grade Level	Number of Students
Grade 8	1
Grade 9	5
Grade 10	13
Grade 11	18
Grade 12	26
Total Enrollment	63

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	92.1
Native Hawaiian or Pacific Islander	0
White	4.8
Two or More Races	0
Socioeconomically Disadvantaged	95.2
English Learners	28.6
Students with Disabilities	11.1
Foster Youth	1.6

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	6	3	3	183
Without Full Credential	0	1	2	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

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

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
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 Compass Learning'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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

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: September 2017				
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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 2017				
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. 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)	4	4	29	29	48	48
Mathematics (grades 3-8 and 11)		0	16	20	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	33	26	78.79	3.85
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	28	23	82.14	4.35
White	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	24	77.42	4.17
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	33	21	63.64	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	28	20	71.43	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	20	64.52	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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)	0	5	32	47	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)

Career Technical Education is weaved into the English courses and supported by the Student Transition Specialists. A work portfolio is developed by each student through on-line coursework. Students can earn a certificate for completing an on-line career course which includes career options in retail management, custom service, construction site management, food management, and operating a child care business.

Career Technical Education Participation (School Year 2016-17)

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
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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	33.3	25	

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 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)

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 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	92	88	59.3	41.6	33.5	31.8	11.5	10.7	9.7
Graduation Rate	0	0	22.22	29.18	34.36	41.38	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	28	46.99	87.11
Black or African American	0	57.14	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	75	94.42
Filipino	0	33.33	93.76
Hispanic or Latino	36.84	40.57	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	63.08	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	20.83	47.47	85.45
English Learners	27.27	16.67	55.44
Students with Disabilities	20	10.34	63.9
Foster Youth	0	0	68.19

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	26.1	27.3	12.3	8.0	5.0	5.0	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)

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 2017-18)

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

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

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+
English	10	11		14	6		16	3	1
Mathematics	19	3	1	14	6		13	4	1
Science	14	5		14	6		11	5	1
Social Science	9	12		16	8	1	11	5	1

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	
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	8.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	26,721	0	26,721	94,217.00
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A	103.9	
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	121.0	

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

Types of Services Funded (Fiscal Year 2016-17)

Student Transition Specialists were hired for community sites. They supported students with strategies to help them be successful at school which included behavior skills, study skills, and social skills. Student transition specialists also complete an individualized learning plan with each student to ensure academic success in order to return to their comprehensive high school. Truancy/Intervention Officers are also funded to support student attendance and with crisis intervention.

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)

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 and ELD standards Teachers are also receiving technology professional development.