

Tulare County Court

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Tulare County Court
Street	11200 Avenue 368
City, State, Zip	Visalia, CA, 93278-5091
Phone Number	(559) 735-1640
Principal	Karon Valdivieso
E-mail Address	karonv@tcoe.org
Web Site	
CDS Code	54105465430061

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

School Description and Mission Statement (School Year 2018-19)

The Tulare County Office of Education continues to operate the Court School, the Juvenile Detention Facility. The Court School works 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 district of residence to complete their education.

The Court School has adopted the mission to facilitate high-risk students in becoming proficient in 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.

Common Core Standards-based curriculum is provided to approximately 100 minors. 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 students, 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 English and Math consultants have 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 2017-18)

Grade Level	Number of Students
Grade 7	2
Grade 8	1
Grade 9	14
Grade 10	23
Grade 11	45
Grade 12	53
Total Enrollment	138

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	3.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.7
White	13.0
Socioeconomically Disadvantaged	100.0
English Learners	21.0
Students with Disabilities	11.6
Foster Youth	4.3

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	10	8	188
Without Full Credential	0	0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

Subject	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 Accelerated Reader, Learning 200, and on-line Edgenuity A-G program. State-approved texts for English language learners (National Geographic)	Yes	0
Mathematics	State-adopted algebra texts (Carnegie Learning). Four-year replacement policy. On-line Edgenuity A-G program.	Yes	0
Science	State-adopted life and physical science texts (Prentice Hall), locally-adopted earth science ((Heath); simulated lab software; Local adopted biology books. On-line Edgenuity A-G program.	Yes	0
History-Social Science	Standards-based locally adopted texts for American and world histories, world geography, civics and economics (Pearson).	Yes	0
Foreign Language	On-line Edgenuity A-G program.	Yes	0
Health	On-line Edgenuity A-G program.	Yes	0
Visual and Performing Arts	The court school offers guitar lessons as an elective and a computer video editing elective course.	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Court Schools were 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. As of Sept 1, 2018 the Youth Facility no longer houses students or uses the school inside the Youth Facility; however, due all students were moved into the Juvenile Detention Facility where all students attend school.

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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	12.0	9.0	29.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	20.0	31.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	45	78.95	8.89
Male	50	38	76.00	7.89
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	41	34	82.93	8.82
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	45	78.95	8.89
English Learners	11	10	90.91	10.00
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	46	79.31	0
Male	51	39	76.47	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	42	36	85.71	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	46	79.31	0
English Learners	11	10	90.91	0
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parental contact includes meetings with probation, education staff, outside agencies and all stake holders involved in Individual Education Program (IEP) and Multidiscipline team (MDT) meeting. These meetings are held as often as needed to assist the students to meet their educational goals. Parents are invited and encouraged to attend the Awards Assemblies 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 underperforming 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. Parents are invited to the monthly Local Control Accountability Plan meetings.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	78.2	70.4	40.7	33.5	31.8	17.3	10.7	9.7	9.1
Graduation Rate	0.0	15.5	16.7	34.4	41.4	47.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	35.5	55.1	88.7
Black or African American	0.0	33.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	66.7	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	32.0	44.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	60.0	77.9	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	9.7	46.9	88.6
English Learners	75.0	32.4	56.7
Students with Disabilities	40.0	19.5	67.1
Foster Youth	0.0	33.3	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.6	7.6	1.7	5.0	5.0	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	12.0	12			11.0	9			13.0	11		
Mathematics	28.0	6		3	15.0	12			12.0	12		
Science	17.0	7	1		17.0	6			10.0	4		
Social Science					16.0	8			13.0	8		

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 2017-18)

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)	0	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 (non-teaching)	1.0	N/A
Other	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	10,257	0	10,257	96,236
District	N/A	N/A	13,463	75,268
Percent Difference: School Site and District	N/A	N/A	-27.0	24.5
State	N/A	N/A	\$7,125	79,128
Percent Difference: School Site and State	N/A	N/A	36.0	19.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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. Teachers are also receiving technology professional development.