

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Special Education School

Address: 2637 West Burrel Ave. , Visalia CA 93278-5091 Phone: 559-730-2910, Ext. 5120  
 Principal: Marilyn Rankin, Ed.D. Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting lifelong learning opportunities that will help individuals lead healthy and productive lives. The focus of Special Services is to ensure quality services, support and challenging instructional programs to students with special needs and students at risk. We are dedicated to working in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21<sup>st</sup> century.

### Student Enrollment

Group	Percent
African American	3.37 %
American Indian or Alaska Native	0.9 %
Asian	3.03 %
Filipino	0.67 %
Hispanic or Latino	63.19 %
Pacific Islander	0.34 %
White (not Hispanic)	27.61 %
Multiple or No Response	0.9 %
Socioeconomically Disadvantaged	79 %
English Learners	11 %
Students with Disabilities	100 %
<b>Total Number of students</b>	<b>891</b>

### Teachers

Indicator	Teachers
Teachers with full credential	79
Teachers without full credential	6
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### School Facilities

#### Summary of Most Recent Site Inspection

All TCOE Special Education facilities were inspected at the beginning of the 2008-2009 school year using the Facility Inspection Tool. All facilities were overall in good condition with the following notations.

## Repairs Needed

Occupational Training Program - Roof leaks in a few places in the hallway. Sewer odor in restrooms.

Maple Learning Complex – Carpets, vinyl, and wall coverings are old and worn, and door locks in administration building fail at times.

L.B. Hill Learning Center – Light panels in classroom 6 need hardware to secure. Door at north end of hallway is difficult to unlatch and drinking fountain on north wall of playground is inoperable.

Yettem Learning Center – Air vents need to be cleaned. No water coming from fountain at back of campus. Routine cleaning needed.

## Corrective Actions Taken or Planned

The Maple facility qualifies for State-funded modernization and is scheduled for 2009-2010. Application has been made to proceed. Overall L.B. Hill is exemplary, OTP fair, and Yettem good. Work orders have been submitted for other repairs.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	N/A
Foreign Language	N/A
Health	0%
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$29,361
District	N/A
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests (CAPA Only)
English-Language Arts	49%
Mathematics	40%
Science	N/A
History-Social Science	N/A

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	658
Statewide Rank (from 2007 Base API Report)	C
2008-09 Program Improvement Status (PI Year)	N/A

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

# 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Special Education	District Name	Tulare County Office of Education
Street	2637 West Burrel Avenue	Phone Number	559-733-6300
City, State, Zip	Visalia , CA 93278-5091	Web Site	<a href="http://www.tcoe.org">www.tcoe.org</a>
Phone Number	559-730-2910, Ext. 5120	Superintendent	Jim Vidak
Principal	Marilyn Rankin, Ed.D.	E-mail Address	<a href="mailto:jimv@tcoe.org">jimv@tcoe.org</a>
E-mail Address	<a href="mailto:marilynr@tcoe.org">marilynr@tcoe.org</a>	CDS Code	54-10546-6069439

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting lifelong learning opportunities that will help individuals lead healthy and productive lives. The focus of Special Services is to ensure quality services, support, and challenging instructional programs to students with special needs and students at risk. We are dedicated to working in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21<sup>st</sup> century.

The Tulare County Office of Education provides a full range of services designed to meet the needs of students from birth to 22 who have been identified as severely handicapped or at risk for a disability. Students are served at various locations throughout the county, including general education school sites and center-based educational facilities. Programs emphasize placement in the least restrictive environment, integration with age-appropriate peers, programs to support transition, and a comprehensive curriculum that focuses on the individual needs of students. This special education curriculum for students with severe handicaps is based on the core areas identified in the California State Department of Education curriculum framework. Instruction is guided by each student's Individual Education Plan (IEP). Achievement for the majority of students is measured by the attainment of individual goals and objectives as well as results of the California Alternate Performance Assessment (CAPA). Additional related services, such as occupational therapy, physical therapy, speech and language, specialized health care, behavior intervention, vision therapy, adapted physical education, and deaf and hard of hearing services are available to those students needing additional assistance to support their IEP goals and objectives.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

As integral members of the IEP team, parents are afforded the opportunity to participate in the development of annual academic, pre-vocational, vocational, behavioral and social goals for their child. Parents are encouraged to participate in Back-to-School nights, Open House, and various support groups.

Parents are invited to serve on the Community Advisory Committee (CAC) which meets monthly to support and promote a free, appropriate public education for students with special needs.

Parents of all students receiving special education services are surveyed annually to obtain feedback and suggestions for improvement. Information from the surveys is analyzed and used to develop future goals. The overall results of recent parent surveys indicate that 98 percent of the respondents are very satisfied or satisfied with Tulare County Office of Education's programs and services.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	45
Grade 1	42
Grade 2	55
Grade 3	54
Grade 4	48
Grade 5	60
Grade 6	46
Grade 7	54
Grade 8	56
Ungraded Elementary	0
Grade 9	54
Grade 10	49
Grade 11	62
Grade 12	85
Ungraded Secondary	181
<b>Total Enrollment</b>	<b>891</b>

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.37 %
American Indian or Alaska Native	0.9 %
Asian	3.03 %
Filipino	0.67 %
Hispanic or Latino	63.19 %
Pacific Islander	0.34 %
White (not Hispanic)	27.61 %
Multiple or No Response	0.9 %
Socioeconomically Disadvantaged	79 %
English Learners	11 %
Students with Disabilities	100 %

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Tulare County Office of Education conducts quarterly Safety Committee meetings to ensure that safety issues are addressed. Site-specific safe school plans are kept at individual sites and are reviewed annually. Many Tulare County Office of Education special day classes are included in the district school site safety plans.

Each program has a plan for fire and earthquake preparedness. Practice drills are held to ensure that students and staff are able to successfully implement the plans. Classroom and playgrounds are inspected regularly for hazardous situations as well as recommendations for repairs.

Staff members are provided initial and updated training in CPR, first aid, proper lifting procedures and back safety, and blood-borne pathogens.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.4	3.0	2.5	5.5	18.3	8.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

All TCOE Special Education facilities were inspected at the beginning of the 2008-2009 school year using the Facility Inspection Tool. All facilities were overall in good condition. Work orders have been submitted for minor repairs. Modernization scheduled for 2009-2010 at Maple facility.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Air vents need to be cleaned at Yettem.
Windows/Doors/Gates (interior and exterior)		X		Some interior classroom doors do not lock at Yettem.
Interior Surfaces (walls, floors, and ceilings)		X		Maple facility flooring and wall coverings very old and worn. Scheduled for modernization.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			Some pest issues have been addressed with increased awareness for overall cleanliness of site.
Drinking Fountains (inside and outside)		X		Drinking fountain at back of Yettem campus in need of repair. Fountain on north wall of LB Hill is inoperable.
Restrooms		X		
Sewer	X			Floor drains in restrooms at OTP have sewer odor.
Playground/School Grounds		X		
Roofs	X			Minor roof leaks in hallway at OTP.
Overall Cleanliness	X			Maple facility is in need of many repairs and remodeling.

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	There were four sites within Special Education. One was rated exemplary, one good, one fair, and one poor. The site rated poor qualifies for state-funded modernization and is scheduled for 2009-2010.			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	79	80	79	124
Without Full Credential	10	8	6	12
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.4	2.6
All Schools in District	91.8	8.2
High-Poverty Schools in District	99.0	1.0
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	7.0	N/A
Social Worker	N/A	N/A
Nurse	3.0	N/A
Speech/Language/Hearing Specialist	13.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	13.0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>Every student served by the Tulare County Office of Education has access, as appropriate, to sufficient textbooks and instructional materials that are consistent with the content and adoption cycles of the State curriculum framework. Sufficient funds are allocated to purchase appropriate materials at every grade and ability level and individual schools are given the discretion to purchase adopted materials to meet the specific needs of their population. Technology is an integral feature of the instructional program and students are provided the appropriate assistive devices commensurate with their unique needs.</p> <p>Edmark Reading            Language! Reading Intervention            Writing with Symbols            PECS Communications            Handwriting without Tears            Social Stories            Boardmaker Based Reading materials            Project Read            Zoophonics</p>	0
Mathematics	<p>Saxon Math            Touch Math            Edmark Math            Edmark Money            Basic Menu Math</p>	0
Science	<p>Silver Burdett            Activities Integrating Math and Science (AIMS)            Sammy's Science House (Edmark)</p>	0
History-Social Science	N/A	N/A
Foreign Language	N/A	N/A
Health	Cooking 2 Learn (PCI)	0
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$29,361	\$4,143	\$25,218	\$73,448
District	N/A	N/A	N/A	\$73,448
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,300	\$66,622
Percent Difference – School Site and State	N/A	N/A	N/A	9 %

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Source of funding for special education services comes from restricted categorical state and federal dollars. Special education expenditures not covered by these funds will have a local general fund contribution applied.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,463	\$32,377
Mid-Range Teacher Salary	\$64,802	\$67,390
Highest Teacher Salary	\$85,141	\$102,402
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	\$99,565	
Superintendent Salary	\$182,083	
Percent of Budget for Teacher Salaries	38.0 %	
Percent of Budget for Administrative Salaries	4.8 %	

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

**NOTE: Students in the Severely Handicapped Program do not participate in CST or NRT, CAPA only.**

### California Alternate Performance Assessment (CAPA)

Eligibility for the California Alternate Performance Assessment (CAPA) is based on a student's Individual Educational Program (IEP), which reflects an emphasis on functional life skills. Data results for special education students who have been determined to participate in the California Standardized Testing and Reporting (STAR) by taking the CAPA is indicated in this section.

## CAPA Results for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		
	2006	2007	2008
English-Language Arts	55	50	49
Mathematics	47	41	40
Science	N/A	N/A	15

## CAPA Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	46	41	13
Pacific Islander	*	*	*
White (not Hispanic)	54	41	*
Male	49	43	14
Female	48	35	12
Economically Disadvantaged	48	41	14
English Learners	*	*	*
Students with Disabilities	49	40	15

## CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	N/A	N/A	11	12	27	42	43	46
Mathematics	N/A	N/A	N/A	9	6	25	40	40	43
Science	N/A	N/A	N/A	9	7	14	35	38	46
History-Social Science	N/A	N/A	N/A	3	5	7	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	C	C	C
Similar Schools	C	C	C

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** 6069439

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	27	-73	4	658
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	35			660
Pacific Islander				
White (not Hispanic)	8			684
Socioeconomically Disadvantaged	42			676
English Learners				
Students with Disabilities	27			658

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
  - Percent proficient on the state's standards-based assessments in ELA and mathematics
    - API as an additional indicator
  - Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	3.8	1.2	2.4	3.8	1.2	2.4	3.1	3.5	4.4
Graduation Rate	46.8	53.4	78.3	46.8	53.4	78.3	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

All students 14 years of age and older are required to have a transition plan. Typically, this is included in the IEP process. The transition plan is developed by the IEP team, including the student and parent as integral team members, and addresses preparation for the workforce, when appropriate. Workforce preparation includes Community Based Instruction classes offering training in workplace behaviors, interest inventories, job interviews, resume development, job placement and job coaching. The WorkAbility Program provides funding for students to earn a pay check as they participate in "real-life" job opportunities.

### Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Tulare County Office of Education is committed to providing a high level of quality professional development opportunities to staff as a means to effective instructional improvement. Current, "best-practices" methods are provided through ongoing training and workshops available to staff throughout the academic year.

#### Training/Workshops Offered:

- Structured Teaching/Shoebox Activities
- Pivotal Response Treatment
- Discreet Trial
- Picture Exchange Communication System (PECS)
- SCERTS Model
- Sensory Integration for Students on the Autism Spectrum
- Practical Guidelines for Addressing Social Communication
- Behavior Plan Practicum
- PRO-ACT: Professional Assault Crisis Training
- CPI: Crisis Prevention Intervention
- Practical Behavior Management
- Curriculum Based Instruction
- Language! Reading Intervention
- Alternative Dispute Resolution
- More Than Words (Hanen)
- Handwriting without Tears

TCOE Special Education staff receives three full staff development days each school year. Staff is also encouraged to attend out-of-county workshops that address specific areas of need and interest.