

Executive Summary School Accountability Report Card, 2009–10

For Tulare County Special Education School

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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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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 21st century.

Student Enrollment

Group	Enrollment
Number of students	810
Black or African American	3.83 %
American Indian or Alaska Native	.25 %
Asian	2.47 %
Filipino	.49 %
Hispanic or Latino	65.06 %
Native Hawaiian/Pacific Islander	.25 %
White (not of Hispanic origin)	27.65 %
Two or More Races	0.00 %
Socioeconomically Disadvantaged	79.00 %
English Learners	3.00 %
Students with Disabilities	100.00 %

Teachers

Indicator	Teachers
Teachers with full credential	72
Teachers without full credential	8
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	65 %
Mathematics	49 %
Science	50 %
History-Social Science	N/A

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	746
Statewide Rank (from 2009 Base API Report)	C
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 21
2010–11 Program Improvement Status (PI Year)	Not in PI

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

All TCOE Special Education facilities were inspected at the beginning of the 2010-2011 school year using the Facility Inspection Tool. All facilities were overall in good condition with the following notations.

Repairs Needed

Occupational Training Program (OTP) is currently in exemplary condition as noted on this year's FIT.

The Maple facility is worn-out throughout, including carpets, vinyl, wall coverings, cabinets, doors, locks, ceiling tiles and cooling systems.

LB Hill facility is in overall fair condition due to carpet frays and lighting issues.

Yettem facility is in need of overall cleaning including pest control.

Corrective Actions Taken or Planned

The Maple facility qualifies for State-funded modernization which has been approved. Planning with the architect is now moving forward.

LB Hill facility lighting and carpet are both scheduled to be replaced in the summer of 2011.

Staff awareness at the Yettem facility has been addressed with regard to overall cleanliness of the site. Other routine work orders are submitted as needed.

Curriculum and Instructional Materials

Core Curriculum Area	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	\$30,863
District	N/A
State	\$5,681

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
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 %

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. 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 located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Special Education	District Name	Tulare County Office of Education
Street	2637 West Burrel Ave.	Phone Number	559-733-6300
City, State, Zip	Visalia , CA 93278-5091	Web Site	www.tcoe.org
Phone Number	559-730-2910	Superintendent	Jim Vidak
Principal	Marilyn Rankin	E-mail Address	jimv@tcoe.org
E-mail Address	marilynrankin@tcoe.org	CDS Code	54-10546-6069439

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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 21st 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 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	21	Grade 8	46
Grade 1	37	Ungraded Elementary	0
Grade 2	45	Grade 9	56
Grade 3	44	Grade 10	57
Grade 4	51	Grade 11	58
Grade 5	58	Grade 12	71
Grade 6	40	Ungraded Secondary	167
Grade 7	59	Total Enrollment	810

Student Enrollment by Group (School Year 2009–10)

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	Group	Percent of Total Enrollment
Black or African American	3.83 %	White	27.65 %
American Indian or Alaska Native	.25 %	Two or More Races	0.00 %
Asian	2.47 %	Socioeconomically Disadvantaged	79.00 %
Filipino	.49 %	English Learners	3.00 %
Hispanic or Latino	65.06 %	Students with Disabilities	100.00 %
Native Hawaiian/Pacific Islander	.25 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class size by Grade is not applicable to the special education school (severely handicapped).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A											
1	N/A											
2	N/A											
3	N/A											
4	N/A											
5	N/A											
6	N/A											
K-3	N/A											
3-4	N/A											
4-8	N/A											
Other	N/A											

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class size by Subject is not applicable to the special education school (severely handicapped).

Subject	2007-08				2008-09				2009-10			
	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	N/A											
Mathematics	N/A											
Science	N/A											
Social Science	N/A											

III. School Climate

School Safety Plan (School Year 2009-10)

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.5	2.6	4.4	8.4	13.1	38.1
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

All TCOE Special Education facilities were inspected at the beginning of the 2010-2011 school year using the Facility Inspection Tool. All facilities were overall in good or fair condition. Work orders have been submitted for minor repairs. Modernization at Maple facility is moving forward and plans are currently being discussed with architect.

School Facility Good Repair Status (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Maple facility has sporadic problems with heating and cooling systems.
Interior: Interior Surfaces			X		LB Hill facility has many carpet frays and several ceiling tiles need replaced. Maple facility is old and worn out throughout.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			Yettem facility is in need of overall cleaning including pest control. Awareness of overall cleanliness of the site has been addressed.
Electrical: Electrical		X			LB Hill facility numerous lighting issues including flickering and different colors.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Minor plumbing problems at a couple facilities have been addressed.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences			X		Doors to courtyard at Maple facility all have large gaps at bottom and seals and jams need replaced throughout.
Overall Rating		X			

There are four main centers within Special Education. The Maple facility qualifies for State-funded modernization, has been approved, and planning with the architect is now moving forward. LB Hill facility is in overall fair condition due to carpet frays and lighting issues which are both scheduled to be replaced in the summer of 2011. The other two facilities are good to exemplary other than cleanliness and routine work orders which are addressed as needed.

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	79	75	72	125
Without Full Credential	6	6	8	9
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2008–09	2009–10	2010–11
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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.5	1.5
All Schools in District	94.2	5.8
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	6.0	135
Social Worker	N/A	N/A
Nurse	3.0	270
Speech/Language/Hearing Specialist	12.0	67.5
Resource Specialist (non-teaching)	1.0	810
Other	10.0	81.0

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved 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	Yes, Local
Mathematics	<p>Saxon Math Touch Math Edmark Math Edmark Money Basic Menu Math</p>	0	Yes, Local
Science	<p>Silver Burdett Activities Integrating Math and Science (AIMS) Sammy's Science House (Edmark)</p>	0	Yes, Local
History-Social Science	N/A	N/A	N/A
Foreign Language	N/A	N/A	N/A
Health	Cooking 2 Learn (PCI)	0	Yes, Local
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$30,863	\$5,136	\$25,727	\$75,974
District	N/A	N/A	N/A	\$75,974
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	\$8,736	\$3,055	\$5,681	\$66,995
Percent Difference – School Site and State	N/A	N/A	N/A	11.8 %

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds 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 2008–09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,574	\$42,377
Mid-Range Teacher Salary	\$66,360	\$67,667
Highest Teacher Salary	\$87,145	\$87,102
Average Principal Salary (Elementary)	N/A	\$108,894
Average Principal Salary (Middle)	N/A	\$113,713
Average Principal Salary (High)	\$115,623	\$124,531
Superintendent Salary	\$193,171	\$223,323
Percent of Budget for Teacher Salaries	33.8 %	40.2 %
Percent of Budget for Administrative Salaries	4.2 %	5.5 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	49	56	65	27	34	42	46	50	52
Mathematics	40	35	49	25	27	35	43	46	48
Science	N/A	40	50	14	26	23	46	50	54
History-Social Science	N/A	N/A	N/A	7	7	14	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA	42	35	23	14
All Students at the School	65	49	0	0
Male	65	47	46	N/A
Female	66	51	54	N/A
Black or African American	76	62	*	N/A
American Indian or Alaska Native	*	*	*	N/A
Asian	*	*	*	N/A
Filipino	*	*	*	N/A
Hispanic or Latino	66	49	50	N/A
Native Hawaiian or Pacific Islander	*	*	*	N/A
White	63	50	*	N/A
Two or More Races	*	*	*	N/A
Socioeconomically Disadvantaged	68	53	53	N/A
English Learners	60	60	*	N/A
Students with Disabilities	65	49	49	N/A
Students Receiving Migrant Education Services	*	*	*	N/A

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	N/A	N/A	N/A	30.5	19	35.5	52.9	52.0	54.0
Mathematics	N/A	N/A	N/A	18.1	12.3	27.1	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64.8	22.2	13.0	73.1	21.3	5.6
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	C	C	C
Similar Schools	C	C	C

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	4	76	43
Black or 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	39
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	32
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	65
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	43

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	746	657	767
Black or African American	N/A	N/A	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	744	605	715
Native Hawaiian/Pacific Islander	N/A	N/A	753
White	748	733	838
Two or More Races	N/A	N/A	808
Socioeconomically Disadvantaged	768	607	712
English Learners	N/A	N/A	692
Students with Disabilities	746	N/A	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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

Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	Not in PI	Not in PI
Year in Program Improvement	N/A	N/A
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's 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 course 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

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 page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

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 are 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	N/A	N/A	N/A	26.9	24.2	28.2	5.5	4.9	5.7
Graduation Rate	N/A	N/A	N/A	78.3	78.6	74.1	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	N/A	N/A	94.5
Black or African American	N/A	N/A	89.7
American Indian or Alaska Native	N/A	N/A	95.3
Asian	N/A	N/A	97.4
Filipino	N/A	N/A	98.2
Hispanic or Latino	N/A	N/A	91.6
Native Hawaiian/Pacific Islander	N/A	N/A	95.2
White	N/A	N/A	98.1
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	91.3
English Learners	N/A	N/A	98.5
Students with Disabilities	N/A	N/A	53.4

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

All students 16 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 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of 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 2008–09)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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	N/A

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.