

TCOE Court School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	TCOE Court School
Street	11200 Avenue 368
City, State, Zip	Visalia, CA, 93292
Phone Number	(559) 735-1629
Principal	Joseph Andrade
Email Address	jandrade@tcoe.org
School Website	https://tcoe.org/TCOESchools/CountyCourtAndCommunity
Grade Span	7-12
County-District-School (CDS) Code	54105465430061

2025-26 District Contact Information

District Name	Tulare County Office of Education
Phone Number	(559) 733-6300
Superintendent	Tim Hire
Email Address	tim.hire@tcoe.org
District Website	www.tcoe.org

2025-26 School Description and Mission Statement

The Tulare County Office of Education continues to operate the Juvenile Detention Facility, Court School. 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's mission is to facilitate at-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. State Standards-based curriculum is provided to approximately 75 minors

2025-26 School Description and Mission Statement

daily. The academic program is geared toward individual needs as addressed in each student's Individual Learning Plan (ILP). In small class settings (maximum 16 students), the certificated teaching staff presents lessons that accommodate diversity of academic and linguistic skills and learning styles while addressing state curricular standards. The school provides opportunities for students to take CTE elective classes in Building Trades and Music to provide career exploration. Embedded in the instruction is Character Counts education which is also reinforced by literacy studies.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	6
Grade 10	7
Grade 11	18
Grade 12	30
Total Enrollment	61

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.4
Male	83.6
American Indian or Alaska Native	3.3
Asian	1.6
Black or African American	3.3
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	1.6
White	8.2
English Learners	27.9
Foster Youth	3.3
Socioeconomically Disadvantaged	100
Students with Disabilities	34.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	80	173.8	67.18	234405.2	84
Intern Credential Holders Properly Assigned	0	0	17.1	6.64	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16	6.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	1	20	44.1	17.08	15831.9	5.67
Total Teaching Positions	5	100	258.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100	169.9	65.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	23.7	9.09	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17	6.53	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.69	11746.9	4.23
Unknown/Incomplete/NA	0	0	46.1	17.67	14303.8	5.15
Total Teaching Positions	5	100	261.3	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	20	193.1	66.11	230039.4	100
Intern Credential Holders Properly Assigned	0	0	28.3	9.71	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.3	6.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	66	14.4	4.93	12112.8	4.34
Unknown/Incomplete/NA	0.7	14	35.9	12.29	13705.8	4.91
Total Teaching Positions	5	100	292.2	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	3.3
Total Out-of-Field Teachers	0.00	0	3.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Language (Glencoe-McGraw Hill) Edge (Hampton Brown) The Language of Literature, Grades 7 & 8 (McDougal Littell) The Language of Literature, Grade 9 (McDougal Littell) The Language of Literature, Grade 10 (McDougal Littell) Elements of Writing (Holt, Rinehart and Winston) My Perspectives English Language Arts grade 9 (Saavas Learning) English 3D (Houghton Mifflin Harcourt) On-line Edgenuity A-G program.	0
Mathematics	<ul style="list-style-type: none"> Algebra 1 Concepts and Skills (McDougal Littell) Envision AGA Algebra 1, grade 8/9 Integrated Math I (Carnegie Learning) Integrated Math II (Carnegie Learning) Middle School Math Solution-Course 3 (Carnegie Learning) On-line Edgenuity A-G program.	0
Science	<ul style="list-style-type: none"> Prentice Hall Biology, California Edition (Pearson/Prentice Hall) Fitness for Life (Scott, Foresman) Activate Physics (Activate Learning) Biology (Miller & Levine) Earth Science, High School (Saavas Learning) On-line Edgenuity A-G program.	0

History-Social Science	<ul style="list-style-type: none"> World Geography Today (Holt, Rinehart and Winston) World History: California Edition (Pearson/Prentice Hall) United States History: California Edition (Pearson/Prentice Hall) Economics: California Edition (Pearson) Magruder's American Government: California Edition (Pearson/Prentice Hall) On-line Edgenuity A-G program.	0
Foreign Language	On-line Edgenuity A-G program.	0
Health	On-line Edgenuity A-G program.	0
Visual and Performing Arts	On-line Edgenuity A-G program	0
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment is limited in the court school due to safety reasons. Computer software generated science activities at times replaces laboratory equipment.	0

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

School Facility Conditions and Planned Improvements

The Court School is operated in conjunction with 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.

Year and month of the most recent FIT report	N/A
---	-----

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
------------------	-------------	-------------	-------------

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	0	31	33	47	48
Mathematics (grades 3-8 and 11)	0	0	20	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	20	100.00	0.00	0.00
Female	--	--	--	--	--
Male	19	19	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	20	100.00	0.00	0.00
Female	--	--	--	--	--
Male	19	19	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	0	7.93	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00	0.00	0.00
Female	0	0	0	0	0
Male	22	22	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career Technical Education has a focus on Building Trades and Music. Students work through a 12 module program provided by Paxton Patterson which provides instruction in areas such as plumbing, framing, and electricity. A welding module was introduced to teach the basic principals of Arc, Mig, and oxy-acetylene welding. A work portfolio is developed by each student throughout their coursework. Music provides instruction in areas of music appreciation, beginning guitar, and music production.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	18
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parental contacts include many components: meetings with probation, education staff, outside agencies and all educational partners involved in an Individual Education Program (IEP), 504 meetings and the multidiscipline team (MDT) meeting. These meetings are held at different intervals (weekly, monthly, bimonthly, etc) to assist the student in meeting 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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to serve on the Court School's 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 Local Control Accountability Plan meetings which are conducted through Zoom and in person.

Parents participate in open house and parent teacher conferences as well as parent learning academies supported via school social workers, counselors, and student transition specialists.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	94.7	86.4	22.9	32.5	10.7	6.2	8.2	8.9	8
Graduation Rate	0	13.6	25.7	44.4	57.8	54.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	35	9	25.7
Female	--	--	--
Male	32	9	28.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	27	6	22.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	35	9	25.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	2	16.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	112	0	0.0
Female	103	15	0	0.0
Male	366	97	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	402	98	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	34	--	--	--
English Learners	103	26	0	0.0
Foster Youth	38	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	469	112	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	32	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	6.26	0	3.25	2.79	1.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan is reviewed and revised annually. The plan includes policies to address Child Abuse Reporting, Suspension and Expulsion, Discrimination and Harassment, Dress Code, Safe Ingress and Egress, Discipline Procedures, Behavior Health Services, Hate Crime, Disaster Procedures, Crisis Management and Suicide Prevention.

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

School administration and Tulare County Office of Education make the safety of students and staff a priority. Our school is in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. Staff members supervise students class at all times.

The Choices Prevention Programs Office provides training and regional coordination for Safe School Plans Training and Crisis Response Training.

The Tulare County Office of Education conducts quarterly Safety Committee meetings. Safety Committee members include representatives from each division who are responsible for distributing Safety Committee meeting information to their respective groups. Site specific safe school plans are kept at individual sites and are reviewed annually.

Court School is also in compliance with Tulare County Probation's facility policies and procedures.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	18		
Mathematics	5	14		
Science	7	10		
Social Science	5	13		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	27		
Mathematics	6	11		
Science	5	14		
Social Science	4	27		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	126

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,750.17	\$6,408.11	\$19,342.07	\$101,421.50
District	N/A	N/A	-	
Percent Difference - School Site and District	N/A	N/A	-	-
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	56.9	-

Fiscal Year 2024-25 Types of Services Funded

In addition to LCFF funded services, Court School is allocated federal funds designed to further support students via the following programs:

- Career Technology Education
- Character Counts
- College and Career Readiness
- Online learning
- English Language Development
- Student Transition Support
- Certificate Programs

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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		
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		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Teachers received support from English, math, English Learner Development (ELD), and technology consultants. The consultants presented best practices at in-services throughout the year. Teachers are also receiving technology professional development to assist and better understand best teaching practices for synchronous and asynchronous teaching models. Teachers are provided 5 Full Day Staff Development days and 9 half day PLC days to collaborate with peers. Staff are sent to conferences and trainings for support with SEL, MTSS, Leadership, and systems.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5