

Tulare Western High School

824 West Maple Avenue • Tulare, CA 93274 • (559) 686-8751 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



SANCTUARY FOR LEARNING

Tulare Joint Union High School District

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District Governing Board

Craig Hamilton

Laura Fonseca

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Cathy Mederos

District Administration

Sarah Koligian Ed.D.
Superintendent

Tony Rodriguez
**Assistant Superintendent
Curriculum**

Andrew Bukosky, Ed.D
**Assistant Superintendent
Human Resources**

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**Director
State & Federal Programs &
Assessment**

Vivian Hamilton
Business Manager

Donny Trimm
Director of Technology

Chris Stevens
Director of Facilities

Jennifer Reimer
Director of Special Education

School Description

Tulare Western is a place where staff, students, parents, and the community take pride in pursuing academic excellence in an environment that is safe, caring and welcoming. This pride in our identity is reflected in academics, extra and co-curricular activities, athletics and community involvement. Located in the San Joaquin Valley, Tulare Joint Union High School District serves more than 5,000 ninth through twelfth grade students at three comprehensive high schools, three alternative schools, and a community day school.

The diverse population enables the school to embrace many different cultures and create an environment that welcomes all. Tulare Western High School is dedicated to ensuring the academic success of each student, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Located in the northwestern section of Tulare, Tulare Western High School served 1,800 ninth through twelfth grade students during the 2014-15 school year.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (559) 686-8751.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	481
Gr. 10	438
Gr. 11	429
Gr. 12	394
Total	1,742

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	1.7
Filipino	0.0
Hispanic or Latino	75.3
Native Hawaiian/Pacific Islander	0.3
White	18.0
Two or More Races	0.2
Socioeconomically Disadvantaged	77.9
English Learners	14.5
Students with Disabilities	6.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Tulare Western High School	12-13	13-14	14-15
Fully Credentialed	79		78
Without Full Credential	1		0
Teaching Outside Subject Area of Competence			0
Tulare Joint Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	254
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Tulare Western High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The Tulare Joint Union High School District held a public hearing on October 4th, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in October, 2012 about the quality, currency, and availability of the standards aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: 9/18/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Prentice Hall/Pearson (English 1A & H) (English 2A & H) (Eng 3A) Pearson Lit Reading Language Adopted 2010</p> <p>Hampton Brown Adopted 2009</p> <p>Learning Plus Assoc Standards Plus CAHSEE Adopted 2009</p> <p>Pearson Adopted 2008</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Dave Ramsey Foundations in Finance (Consumer Math) Adopted 2014</p> <p>CPM Core Connections Geometry Adopted 2014</p> <p>CPM Alg 1 Adopted 2012</p> <p>MPS Statistics Adopted 2012</p> <p>Key Curriculum Adopted 2008</p> <p>McDougal Littell Alg 1, Alg 2 & H Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>2014 Cengage Learning College Physics (AP Physics) Adopted 2013</p> <p>Prentice Hall/Pearson Biology Adopted 2007</p> <p>Prentice Hall/Pearson Chemistry Adopted 2005</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 9/18/2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Cengage Learning Engineering Design (Engineering) Adopted 2014</p> <p>TCI World Connections World History H Adopted 2013</p> <p>TCI History Alive US Adopted 2012</p> <p>Glencoe Government Alive Adopted 2010</p> <p>Pearson Economics Adopted 2010</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Holt Spanish 3 Adopted 2012</p> <p>Holt Spanish AP Adopted 2012</p> <p>Holt Spanish 2 Adopted 2011</p> <p>Holt, Rinehart & Winston Adopted 2010</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on approximately 45 acres, Tulare Western High School was originally constructed in 1959 and has been thoroughly modernized over the past several decades. Tulare Western High School is currently comprised of 77 permanent classrooms, 5 portable classrooms, a library, four computer labs, a career center, a cafeteria, one multipurpose room, three softball fields, three baseball fields, a football practice field, six tennis courts, and two gymnasiums. The chart displays the results of the most recent school facilities inspection. Specific findings of the most recent inspection are available in the main office upon request.

Cleaning Process

Tulare Western High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Tulare Western High's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		Room 511: 500 Building needs new roof. Exterior of entire building needs painting. Room needs new carpet. Girls Locker Room: New tile in Locker Room. Restroom building needs to be painted. Boys Locker Room: Locker Room and restroom need all new tile. Exterior needs to be painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[]	[X]	[]		Room 301: Needs new roof. Room 302: Needs new roof. Room 303: Needs new roof. Room 304: Needs new roof. Room 305: Needs new roof. Room 306: Needs new roof. Room 307: Needs new roof. Room 308: Needs new roof. Room 309: Needs new roof. Room 310: Needs new roof. Room 311: Needs new roof. Room 312: Needs new roof. Room 501: 500 Building needs new roof. Room 502: 500 Building needs new roof. Room 503: 500 Building needs new roof. Room 504: 500 Building needs new roof. Room 505: 500 Building needs new roof. Room 506: 500 Building needs new roof. Room 507: 500 Building needs new roof. Room 508: 500 Building needs new roof. Room 509: 500 Building needs new roof. Room 510: 500 Building needs new roof. Room 511: 500 Building needs new roof. Room 512: 500 Building needs new roof. Room 513: 500 Building needs new roof. Restroom (500 Bldg.): 500 Building needs new roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	59	50	58	59	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	51	51	48	48	50	54	56	55
Math	23	17	18	24	22	20	49	50	50
HSS	50	51	51	48	50	51	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	7	4	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.0	16.4	42.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	50
Male	55
Female	46
Black or African American	28
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	
White	72
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	5
Students with Disabilities	4
Students Receiving Migrant Education Services	48

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	35	-1	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	9	-1
Native Hawaiian/Pacific Islander			
White	19	-22	47
Two or More Races			
Socioeconomically Disadvantaged	44	-5	5
English Learners	40	0	19
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Tulare Western High School. Numerous programs and activities are enriched by parent volunteers and the generous contributions made by the following organizations: Tulare Western Parent and Academic Club, Athletic Boosters, FFA Boosters, and Band Boosters.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Tulare Western High School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, school administrators, and campus security staff. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which is updated every spring. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	8.4	6.2	5.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.7	6.4	4.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2005-2006
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	5.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	364

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	23.9	26	28	31	27	15	24	16	21	12	23	27
Math	25.6	27	29	17	14	8	25	26	27	13	16	19
Science	31.7	32	30	1	3	5	19	7	18	14	27	15
SS	26.4	31	31	13	3	5	24	16	14	15	20	21

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,335	\$42,957
Mid-Range Teacher Salary	\$61,489	\$69,613
Highest Teacher Salary	\$84,022	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$118,505	\$129,506
Superintendent Salary	\$153,500	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6649	2551	4098	66635
District	♦	♦	7306	\$67,239
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-43.9	0.4
Percent Difference: School Site/ State			-26.0	-6.9

Types of Services Funded at Tulare Western High School

Based on 2009-10 audited financial statements, Tulare Joint Union High School District spent an average of \$9,473 to educate each student. The chart provides a comparison of Tulare Western High's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Tulare Joint Union High School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- 10th Grade Counseling
- Instructional Materials
- Wildlife Reserve Funds
- Home-to-School Transportation
- ROC/P
- Vocational & Applied Technology
- Special Education
- Gifted & Talented Pupils
- Economic Impact Aid
- Vocational Ed, Handicapped Students
- Title I
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Safe & Drug Free Schools & Communities

Professional Development provided for Teachers at Tulare Western High School

The district is currently in the beginning stages of transitioning to the Common Core Standards and the major focus for staff development has been in this area.

The math program has changed their curriculum in Algebra 1 and Geometry therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The professional development for Geometry was conducted during the summer in 2013 and coaches were provided for the math teachers throughout the year. In addition, there were four full-day trainings offered to all Geometry teachers during the year.

The district has also contracted with the Tulare County Office of Education to provide training to staff and administrators to fully understand the Common Core Standards. The district has also provided professional development on the district common core writing rubric developed by the Common Core Writing Focus group. Professional development was provided to teachers to learn new instructional strategies that they could utilize as they transitioning to the common core state standards. The professional development that was provided included Kagan strategies, 21st Century skills by Lee Crockett, Project Based Learning, and Interactive notebooks. The district will continue to provide professional development to staff as the transition to the Common Core Standards continue and to be ready for the Smarter Balance Assessment that will be given in 2014-15.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	19	39	39	22
All Students at the School	54	25	20	39	39	22
Male	52	29	19	35	41	24
Female	56	22	22	42	38	20
Black or African American	82	18		76	6	18
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	56	24	21	40	40	20
Native Hawaiian/Pacific Islander						
White	41	34	24	24	46	30
Two or More Races						
Socioeconomically Disadvantaged	57	25	18	44	39	18
English Learners	90	8	2	84	15	2
Students with Disabilities	96		4	92	4	4
Students Receiving Migrant Education Services	61	13	26	52	22	26

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Tulare Western High School	2011-12	2012-13	2013-14
English-Language Arts	52	53	46
Mathematics	60	60	61
Tulare Joint Union High School District	2011-12	2012-13	2013-14
English-Language Arts	51	49	46
Mathematics	60	58	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	85.28	84.73	84.56
Black or African American	92.31	89.09	75.90
American Indian or Alaska Native	150.00	90.00	77.82
Asian	70.00	82.61	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	82.93	82.22	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	93.75	91.94	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	83.03	83.21	82.58
English Learners	56.41	47.73	53.68
Students with Disabilities	95.83	86.75	60.31

Dropout Rate and Graduation Rate			
Tulare Western High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	7.6	4.8	8.2
Graduation Rate	92.19	94.68	91.78
Tulare Joint Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	19.0	15.6	12.8
Graduation Rate	80.58	83.77	87.00
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	2	♦
Social Science	5	♦
All courses	15	0.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	66.61
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	34.23

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	444
% of pupils completing a CTE program and earning a high school diploma	61.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Career Technical Education Programs

The following Career Education and ROP programs are offered to Tulare Western students:

- Auto Technician
- Construction Technician
- Furniture/Cabinet Making
- Health Occupations
- Accounting
- Careers in Education
- Digital Design
- Agriculture Business
- Agriculture Mechanics
- Livestock Management
- Agriculture Science
- Drafting
- Food Service
- Merchandising

The following classes are articulated with College of the Sequoias:

- Keyboarding/Typing
- Agricultural Business Management
- Agricultural Science

Teachers throughout the district have established benchmarks and essentially learnings for all coursework. Students participate in program majors and career pathways, and these courses give students an opportunity to complete these pathways. All of these career-technical programs have classes that offer rigorous coursework for all students. Within each CTE program there are a sequence of courses which allows students to gain the skills and knowledge necessary to earn a certificate of completion

All Career Technical Education programs are available to all students in the district. Many students go to the district farm or other campus to take a CTE course. High school counselors work with all students in identifying their goals and career pathway or program. Career center technicians work with students on interest surveys and identify careers as well. All students are invited to participate in CTE programs regardless of socio-economic background, ethnic background, or learning ability.

Several assessment tools are used for all CTE programs and courses. They include: reports on enrollment, concentrators and completors for each CTE program. Follow-up surveys on student placement in the industry or continuing education information helps the district evaluate the course, also. Several advisory committees involving business representatives, teachers, parents, and students evaluate all CTE programs and courses throughout the year.

For more information about Career/Technical Education and/or the district's Regional Occupation Program, please contact Marie Pinto.