

Tuolumne County Community School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Tuolumne County Community School
Street	175 Fairview Lane
City, State, Zip	Sonora, CA 95370
Phone Number	(209) 536-2080
Principal	Michael Arndt
Email Address	marndt@tcsos.us
School Website	tcsos.us
County-District-School (CDS) Code	55 10553 5530118

2022-23 District Contact Information

District Name	Tuolumne County Superintendent of Schools
Phone Number	(209) 536-2000
Superintendent	Zack Abernathy
Email Address	zabernathy@tcsos.us
District Website Address	www.tcsos.us

2022-23 School Overview

TCSOS currently offers instructional programs to students in Community Schools (Middle: 6-8 and High School: 9- 12), Independent Study (6-12), Gold Ridge Educational Center (Court School) and Special Education programs (Preschool-Adult Transition). The student population in the Alternative Education programs comprise a small number of the approximately 5,900 public school students in Tuolumne County. The 8 K-8 Elementary, 2 High School Districts, and 1 Unified School District do not individually serve a large enough expelled youth population to warrant the creation of their own community day programs and have elected to contract with TCSOS to provide those services. In the 2022-23 school year, 35 students are enrolled in our alternative education programs. There are no students who are English Learners. 35% of students in the Community School programs receive Special Education services. 65% of students qualify as low income. All programs utilize state standards aligned materials.

Vision: Tuolumne County Alternative Education programs provides a safe, nurturing, consistent environment with clear expectations that are supported by accountability. Our school inspires students to reconnect with the educational process with learning and teaching that support vocational and academic areas in order to prepare students for life beyond high school.

Mission: Our school works to instill in its students a sense of pride that inspires them to have confidence in their ability to be successful in school and in life. The school community makes decisions and collectively holds each other accountable. We strive to provide students with the skills and tools necessary to achieve all they are capable of in an environment where both staff and students feel safe and supported by the district.

TCSOS High School Programs are WASC Accredited through June, 2028.

The Schoolwide Learner Outcomes were revised in 2020-21 with input from parents, students and staff:

Students are Engaged Learners and Effective Communicators who:

- Persevere in learning new concepts and completing tasks
- Use words and actions that are safe for themselves and others
- Express ideas clearly in both verbal and written form
- Collaborate with other students to share information and solve problems

2022-23 School Overview

Students are Responsible Citizens who:

- Respect opinions, values, and beliefs of other people and cultures
- Understand that motivation and effort will have long term, positive impacts
- Respect themselves and model behaviors of personal integrity and character

Students are Prepared Graduates who:

- Acquire the skills necessary to succeed in a meaningful career path of their choice
- Develop knowledge and skills to maintain physical and emotional well-being
- Demonstrate digital literacy and mastery of technological skills to be successful in the workplace and post-secondary education.

The goals for our school are outlined in the Local Control Accountability Plan (LCAP) which includes stakeholder input and annual review.

Goal 1: Provide social emotional support and timely interventions to all students in order to develop mental health, communication, and conflict resolution skills and strengthen student resiliency.

Goal 2: Provide training to all staff in tiered interventions, including Positive Behavior Intervention Support, inclusion, and trauma informed practices in order to create a positive school climate and improve student attendance and achievement.

Goal 3: Provide engaging, standards-aligned curriculum, instruction, and access to technology; develop college and career readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in order to prepare students for success in college and/or careers.

Goal 4: Provide increased opportunities for parental involvement and regular communication between parents, staff, districts of residence, and partner agencies, including probation, behavioral health, foster/homeless liaisons, social services, and the community college in order to support educational outcomes for all students.

Goal 5: Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS programs and all LEAs in Tuolumne County to minimize changes in school placement and ensure delivery of educational services, and provide training for all LEAs in Tuolumne County to support foster youth and homeless youth.

Goal 6: Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare them to successfully transition back to their district of residence, other educational options, or graduation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	6
Grade 7	6
Grade 8	7
Grade 11	9
Grade 12	7
Total Enrollment	35

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	57.1
Non-Binary	0
American Indian or Alaska Native	2.9
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.4
White	65.7
English Learners	2.9
Foster Youth	2.9
Homeless	11.4
Migrant	0.0
Socioeconomically Disadvantaged	71.4
Students with Disabilities	22.9

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

2020-21 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)	0.60	39.05	5.80	40.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	6.99	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	60.95	1.50	11.05	12115.80	4.41
Unknown	0.00	0.00	4.80	34.13	18854.30	6.86
Total Teaching Positions	1.60	100.00	14.30	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Social Studies Curriculum was reviewed and piloted during the 2020-21 school year and adopted in June, 2021. NGSS-Aligned Science materials are in the process of being reviewed and piloted.

Year and month in which the data were collected	September, 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	<p>English/language arts, includes the English language development component of an adopted program</p> <p>6-8 Grade</p> <ul style="list-style-type: none"> • Journeys by Houghton Mifflin – 6th grade only (adopted 2017) • Study Sync – McGraw Hill – 7th and 8th grades only (adopted 2017) • Florida Learning Virtual School – California Edition (adopted 2017) <p>9-12th Grade</p> <ul style="list-style-type: none"> • Study Sync – McGraw Hill (adopted 2017) • Florida Learning Virtual School – California Edition (adopted 2017) • I Know Why the Caged Bird Sings (Angelou) • The Pearl (Steinbeck) • A Wrinkle in Time (L'Engle) • Animal Farm (Orwell) • Murder on the Orient Express (Christie) • Multiple Class Sets of Novels • 1984 (Orwell) • Brave New World (Huxley) • The Giver (Lowry) • Multiple Literature and Non-Fiction anthologies 	Yes	0
Mathematics	<p>6-8th Grade:</p> <ul style="list-style-type: none"> • Envision Math 2.0 - Pearson (adopted 2017) • Florida Learning Virtual School – California Edition (adopted 2017) <p>9-12th Grade:</p> <ul style="list-style-type: none"> • Big Ideas Math I and Math II by Houghton Mifflin (adopted 2017) • Florida Learning Virtual School – California Edition (adopted 2017) 	Yes	0
Science	<p>7th Grade:</p> <ul style="list-style-type: none"> • Florida Learning Virtual School – California Edition <p>8th Grade:</p> <ul style="list-style-type: none"> • Florida Learning Virtual School – California Edition <p>9-12th Grade:</p> <ul style="list-style-type: none"> • Florida Learning Virtual School – California Edition 	Yes	0
History-Social Science	<p>7th Grade: TCI: History Alive; the Ancient World (adopted 2021)</p> <p>8th Grade: TCI: History Alive; the Medieval World (adopted 2021)</p> <p>10th Grade: TCI: History Alive, US through Industrialism(adopted 2021)</p>	Yes	0

	10th Grade: TCI: History Alive; World Connections (adopted 2021) 11th Grade: TCI: History Alive; Pursuing American Ideals (adopted 2021) 12th Grade: TCI: Government Alive; Power, Politics and You (adopted 2021) 12th Grade: TCI: Econ Alive; The Power to Choose (adopted 2021) Florida Learning Virtual School – California Edition (adopted 2017)		
Foreign Language	Florida Virtual Learning - French I & II; Spanish I & II	Yes	0
Health	Life Skills Health (Pearson Publishing) Positive Prevention Plus, Sexual Health Education for America's Youth	Yes	0
Visual and Performing Arts	Florida Virtual Learning - Visual Arts Appreciation, Drama, Music Appreciation	Yes	0

School Facility Conditions and Planned Improvements

Tuolumne Learning Center Middle School and Independent Study are located in a newly renovated building. The Middle School is a seat-based, self contained classroom. The Independent Study program uses the same classroom space as the seat based program, where teachers work one-on-one with each student once or twice a week. No improvements are needed or planned at this time for the middle school/independent study facility. The TLC High School program relocated in the fall of 2021 to a separate facility in order to provide additional access to outdoor space. The classroom building is rated in good repair but the external facilities are rated "poor" due to the asphalt being cracked. All facilities have regular janitorial service. The restrooms are clean and well-maintained. District maintenance staff completes repairs in a timely manner.

Year and month of the most recent FIT report

December, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		X	Asphalt is raised up due to tree roots in parking entry area at TLC High School.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	16	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	8	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	39	27	69.23	30.77	22.22
Female	20	13	65.00	35.00	38.46
Male	19	14	73.68	26.32	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	29	21	72.41	27.59	23.81
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	18	66.67	33.33	11.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	39	26	66.67	33.33	11.54
Female	20	13	65.00	35.00	15.38
Male	19	13	68.42	31.58	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	29	20	68.97	31.03	15.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	17	62.96	37.04	11.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.69	--	4.76	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	13	54.17	45.83	7.69
Female	--	--	--	--	--
Male	15	7	46.67	53.33	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	10	58.82	41.18	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	7	50	50	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

The Community School / ISP Program emphasizes core academic classes and credit recovery. CTE coursework is offered within the core academic classes and dual enrollment in the Community College CTE programs is encouraged. CTE Pathways are not available at the school site. In the 2022-23 school year, a CTE Law Enforcement course is being offered in the Tuolumne Learning Center and Gold Ridge Educational Center, taught by a CTE Credentialed Instructor.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
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	0

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	62.50
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 5	--	--	--	--	--
Grade 7	40	50	50	40	50
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

Parents participate in an enrollment meeting for orientation, development of student goals and registration. Parents are encouraged to monitor the academic progress of their children. For Independent Study students, parents sign off on the completed work and hours worked. The teacher provides weekly written notification on the work accomplished and progress towards meeting requirements to return to the resident district programs. Parents are given opportunities to meet with the teacher and administrator of the program to discuss their child's needs. Parents often accompany their students to meetings with the teacher.

In the Community School program, parents may participate in the educational program by ensuring that their students attend class regularly and arrive on time. They can also help the student reach their educational goals by emphasizing the importance of school. Consistent communication with the teacher is encouraged to keep the parent(s) aware of his/her student's progress toward meeting graduation requirements and the terms of their rehabilitation plan. Informal communication with parents occurs on a frequent basis. Parents are encouraged to participate in decision making at the site level through the Parent Advisory Committee which provides guidance and feedback on the Local Control Accountability Plan (LCAP) and the WASC Accreditation Review. Parents are also invited to participate in the School Site Council, which meets monthly. Opportunities for input are also provided through annual parent surveys. The contact for more information about the Parent Advisory Committee and School Site Council is Diana Harford, dharford@tcsos.us.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	36.4		--	28.6		8.9	7.8
Graduation Rate		--	63.6		--	61.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	11	7	63.6
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	80	65	45	69.2
Female	34	26	15	57.7
Male	45	38	29	76.3
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	13	11	10	90.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	4	66.7
White	55	43	28	65.1
English Learners	3	3	3	100.0
Foster Youth	2	1	1	100.0
Homeless	9	8	7	87.5
Socioeconomically Disadvantaged	60	46	37	80.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	15	12	80.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.50	6.78	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	5.26	0.00	3.90	5.29	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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
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

2022-23 School Safety Plan

The emergency plan and procedures are reviewed prior to start of school. The schools practice regular emergency drills. As this is a community/independent study program, each student benefits from individualized teaching (ISP) or an academic program tailored to their needs and grade level. Specific goals and course study are established, and contracts are strictly maintained. The instructors encourage the use of community resources to provide ways for students to meet the rigors of a community/independent study program. Attendance and work completion is closely monitored and any deviation from the contract removes the ability of students to stay enrolled (ISP) or to return to their district of residence at the end of their expulsion. The Tuolumne County Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The Tuolumne County Superintendent of Schools Office (TCSOS) desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. TCSOS encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The school/program sites shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution and positive behavior support techniques. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school/program site. The Tuolumne County Superintendent of Schools or designee may initiate campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

Link to School Safety Plan: <https://www.tcsos.us/wp-content/uploads/22-23-TCSOS-Comp-Safety-Plan-2.8.22.pdf>

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	3		
Mathematics	3	2		
Science	3	2		
Social Science	2	3		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
Mathematics				
Science	1	1		
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	2	7		
Mathematics	2	3		
Science	3	3		
Social Science	2	9		

2021-22 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	0

2021-22 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	37,236	3867.00	33,236.00	92,820.00
District	N/A	N/A	14,934.67	
Percent Difference - School Site and District	N/A	N/A	76.0	
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	133.8	

2021-22 Types of Services Funded

Types of services include:
 Academic Intervention and Support
 Specialized Academic Instruction
 Transition support services
 Career counseling
 Dual enrollment in community college courses
 1:1 technology devices
 Transportation for homeless youth

In addition to other sources, Tuolumne Learning Center utilizes funds from:
 Lottery
 Title I Part A Basic; Part D Delinquent
 Title II, Teacher Quality
 Instructional Materials Lottery

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

All teachers access professional development based upon their unique assignments, interest for professional growth, and plans developed with their supervisors. In addition, teachers have access to funds through the department to attend training, conferences, and collaborative events both in and out of county as appropriate to support excellent instruction and service to students with in the TCSOS programs. The TCSOS STEM Coordinator and Math Coordinator provide regular professional development throughout the year. Additionally, during the 2022-23 every Friday afternoon is set aside for staff meetings, collaboration time and professional development. In the 2022-23 school year, staff members have attended MTSS Conferences and PBIS professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2