

# Tuolumne County Special Education

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Tuolumne County Special Education
<b>Street</b>	175 Fairview Lane
<b>City, State, Zip</b>	Sonora, CA, 95370-4809
<b>Phone Number</b>	209-536-2044
<b>Principal</b>	Mayra Patey
<b>Email Address</b>	mpatey@tcsos.us
<b>School Website</b>	www.tcsos.us
<b>County-District-School (CDS) Code</b>	55105535530142

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Tuolumne County Superintendent of Schools' Special Education Division facilitates high quality educational programs and services for students with special needs and training for parents and educators. TCSOS Special Education collaborates with county agencies and school districts to develop and maintain healthy and enriching learning environments in which students with special needs will benefit and become progressively more independent. Access to all programs is through the student's Individualized Education Plan (IEP) team at his/her home school. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

TCSOS Special Education is dedicated to the belief that all students can learn and that students with exceptional needs must be guaranteed equal opportunity to become contributing members of society. TCSOS Special Education facilitates high quality educational programs and services for students with special needs. Ongoing support and training for parents and educators is also provided. TCSOS Special Education students receive services in programs that include Early Start, Preschool, Independent Living Skills (ILS), Emotional Support (NeXus) and Transition. A wide variety of related services are provided from Speech and Language Pathologists, Occupational Therapist, School Nurses, Psychologists, Behaviorists, Vision/Orientation and Mobility Specialists and an Adaptive Physical Education teachers.

Early Start is a statewide system of early intervention services for infants and toddlers, from birth to 36 months of age, with disabilities or at risk of having disabilities and their families. Services are provided in a family-centered, multidisciplinary, interagency, and community-based system. Parents have rights and access to procedural safeguards to assure that early intervention services are provided in a manner appropriate to their child's needs and to the concerns of the family.

Inclusive and Structured Preschool classrooms provide multiple levels of support for preschool students with special needs. Preschool classrooms support and promote inclusion of TCSOS Special Education preschool students into Head Start, Transitional Kindergarten, Kindergarten and general education settings. TCSOS Special Education students in these classes receive additional support from highly-qualified special education teachers and paraprofessionals, who work alongside general education teachers and paraprofessionals with effective program implementation. Students attending TCSOS Special Education Structured Preschools benefit from specialized teachers and paraprofessionals, a specialized curriculum, and applied behavioral analysis techniques embedded in the preschool program. Low student-staff ratios promote successful early intervention behavioral and learning strategies for preschool students.

## 2023-24 School Description and Mission Statement

The Independent Living Skills (ILS) program is a regionalized program for students with moderate to severe disabilities. Staff who support this program are also participating in the Supporting Inclusive Practices Grant as appropriate to ensure students receive services in the least restrictive environment. Staff receive ongoing training and support in the use of evidence-based practices in the area of Autism, behavior and social skill development.

Academics are addressed within these domains in order to allow students to learn functional skills that are practical and will maximize their independence in the future. Instruction is designed to meet individual needs of each student throughout the school day, including recess and lunch periods. Establishing a functional means of communication for each student is an important focus of the program and a strong emphasis is placed on teaching the students appropriate behaviors. Staff members use evidenced-based instructional strategies to teach the functional skills that will maximize independence for the students.

NeXus, a regionalized structured behavior and emotional support program, uses a model similar to Response to Intervention (RtI) with a focus on behavior. Three levels of intervention range from Intensified Level 1 to Intensified Level 3. Students at the Intensified Level 3 are receiving the most significant behavior and emotional supports within the NeXus program.

The Adult Transition Program serves 18-22 year old students with developmental disabilities and/or autism who have received a Certificate of Completion from high school and have significant needs for support as they transition to adulthood. The Adult Transition Program aids in the development of young adults with special needs into positive, productive, and contributing members of society. All students who attend the Adult Transition Program are referred through the Individualized Education Plan (IEP) process.

Students in the Adult Transition Program will demonstrate a mastery of a continuum of transition skills based on their unique level of ability with the goal of successfully transitioning to adult living. Skills are developed using community-based instruction in addition to classroom instruction.

Students participate in the components of the program that assist them in moving toward their desired post-school outcomes, taking into account students' preferences, needs and skills. The Adult Transition Program also prepares students for involvement in adult community programs, and if possible, employment. Most of the students in the Adult Transition Program are clients of Valley Mountain Regional Center. As students are getting ready to exit the program, the Valley Mountain Regional Center provides a link to the transition supports needed for the future. The Adult Transition Program staff teaches students to initiate and maintain a close connection to this agency to support a successful and productive adult life.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	5
Grade 3	4
Grade 4	1
Grade 5	4
Grade 6	1
Grade 7	3
Grade 8	8
Grade 9	1
Grade 10	3
Grade 11	3
Grade 12	9
<b>Total Enrollment</b>	<b>45</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	15.6%
Male	84.4%
Hispanic or Latino	17.8%
Two or More Races	8.9%
White	73.3%
Homeless	6.7%
Socioeconomically Disadvantaged	55.6%
Students with Disabilities	100%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.40	39.03	5.80	40.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	8.85	1.00	6.99	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	8.85	1.00	6.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.50	11.05	12115.80	4.41
<b>Unknown</b>	4.80	43.19	4.80	34.13	18854.30	6.86
<b>Total Teaching Positions</b>	11.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.40	17.95	5.70	35.19	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	12.05	1.00	6.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	12.05	1.30	8.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.20	20.19	11953.10	4.28
<b>Unknown</b>	4.80	57.83	4.80	29.63	15831.90	5.67
<b>Total Teaching Positions</b>	8.30	100.00	16.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

During the 2023-24 School Year, staff and students piloted curriculum from the online provider Edmentum in the Nexus program, and these materials were board adopted in December, 2023. Teach Town materials were adopted in June, 2023 to be used in the ILS and Transition programs.

**Year and month in which the data were collected** December, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	<p>English Language Arts, including the English language development component of an adopted program:</p> <p>1st-5th Grade:          Journeys by Houghton Mifflin          TeachTown Encore Elementary          Edmentum</p> <p>6th-8th Grade:          Journeys by Houghton Mifflin – 6th grade only          California Collections by Houghton Mifflin--7th and 8th grade          Study Sync – McGraw Hill – 7th and 8th grades only          Edmentum          TeachTown Encore Middle</p> <p>9-12th Grade: (not applicable in 2023-24)          Study Sync – McGraw Hill          Edmentum</p>	Yes	0
<b>Mathematics</b>	<p>1st -5th grade:          Envision Math 2.0 - Pearson          Edmentum          TeachTown Encore Elementary</p> <p>6th-8th Grade:          Envision Math 2.0 - Pearson          TeachTown Encore Middle          Edmentum</p> <p>9th-12th Grade: (not applicable in 2023-24)          Big Ideas Math I and Math II by Houghton Mifflin          Florida Learning Virtual School – California Edition</p>	Yes	0
<b>Science</b>	<p>1st-5th Grade:          Amplify Science          TeachTown Encore Elementary          Edmentum</p> <p>6th- 8th Grade:          STEM Scopes          TeachTown Encore Middle          Edmentum</p> <p>9th-12th Grade: (not applicable in 2023-24)          Florida Learning Virtual School – California Edition          All Grades: Project Wild (Council for Environmental Education) – supplemental</p>	Yes	0
<b>History-Social Science</b>	<p>1st-5th Grade:          Studies Weekly          TeachTown Encore Elementary          Edmentum</p> <p>6th Grade:          Studies Weekly          TeachTown Encore Middle          Edmentum</p> <p>7th Grade:          TeachTown Encore Middle          National Geographic--World History</p>	Yes	0

	Edmentum  8th Grade: National Geographic--US History American Stories TeachTown Encore Middle Edmentum  9th-12th Grade: (not applicable in 2023-24) Florida Learning Virtual School – California Edition 10th Grade: TCI: History Alive, US through Industrialism( adopted 2021) 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)		
<b>Foreign Language</b>	Edmentum	Yes	
<b>Health</b>	Positive Prevention Plus, Sexual Health Education for America's Youth	Yes	0
<b>Visual and Performing Arts</b>	Edmentum	Yes	

## School Facility Conditions and Planned Improvements

Most TCSOS special education programs are located within participating school sites. Those sites provide support for maintaining facility safety, cleanliness and adequacy of the school facility. TCSOS Special Education host sites work in cooperation with TCSOS maintenance staff to complete timely repairs and maintain facilities. There is one program that is considered a 'stand-alone' site that is currently located in the TCSOS Main Office, and this site is maintained by TCSOS staff. Due to the multiple sites, more than one rating may be indicated from the FIT reports.

**Year and month of the most recent FIT report**

December, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X	X		Carpet needs replacing in one classroom; light ballasts need replacing in one building, not where students are present.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X		X	HVAC System not working in one classroom at the time of the FIT inspection; HVAC repairs have been made and system is now functioning normally.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X	X	

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	10	22	16	16	47	46
<b>Mathematics</b> (grades 3-8 and 11)	5	0	8	2	33	34

## 2022-23 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
<b>All Students</b>	24	18	75.00	25.00	22.22
<b>Female</b>	--	--	--	--	--
<b>Male</b>	16	11	68.75	31.25	18.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	11	64.71	35.29	36.36
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	13	81.25	18.75	15.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	18	78.26	21.74	22.22

## 2022-23 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
<b>All Students</b>	24	19	79.17	20.83	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	16	12	75.00	25.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	12	70.59	29.41	0.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	14	87.50	12.50	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	19	82.61	17.39	0.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	4.76	7.41	29.47	30.29

## 2022-23 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	12	9	75.00	25.00	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
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	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

## 2022-23 Career Technical Education Programs

TCSOS Special Education programs serving students in grades 9-12 are housed on comprehensive high school campuses. During the 2022-23 school year these programs were co-located at Sonora High School, which has a full offering of CTE Coursework and pathways. When deemed appropriate by the Individualized Education Plan (IEP) team, enrollment in this coursework is available to TCSOS Special Education students. In the 2023-24 school year, TCSOS is not operating special education programs at the high school level.

## 2022-23 Career Technical Education (CTE) Participation

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

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	--	--	--	--	--
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.

#### 2023-24 Opportunities for Parental Involvement

All parents, guardians or caregivers are involved in the development of each students Individualized Education Plan (IEP). This process of planning, revising and monitoring the student IEP is vital to the success of each student receiving special education programming. Parent input is paramount to an effective process.

Parents are also invited to participate in the Community Advisory Council (CAC). The purpose of the Community Advisory Council for Special Education is to advocate for effective Special Education programs and services, and advise the SELPA Governing Board on priorities in the Special Education Local Plan Area (SELPA). The State Education Code mandates that each SELPA must have a CAC and that a majority of CAC members be parents. In Tuolumne County, CAC meetings are held every other month or more depending on CAC sponsored events and training activities. These meetings are open to the public; everyone is welcome to attend.

In addition to the CAC, parents from the TCSOS special education program are represented in the TCSOS Parent Advisory Committee. All parents, students, and community members may also attend the County Board and SELPA Board meetings.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	--	0	28.6	35.7	9.4	7.8	8.2
Graduation Rate	--	--	--	47.4	61.9	64.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	54	51	30	58.8
Female	11	10	4	40.0
Male	43	41	26	63.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	11	8	72.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	2	40.0
White	38	35	20	57.1
English Learners	1	1	1	100.0
Foster Youth	1	1	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	32	30	18	60.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	51	30	58.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.88	14.49	16.67	3.90	5.29	7.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.67	0
Female	0	0
Male	20.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	27.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	15.79	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	18.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

## 2023-24 School Safety Plan

Preschool and school-aged programs are located at various schools in Tuolumne County and are included in the school safety plans at each school site in which they are located. The Adult Transition Program is located in a separate facility. The emergency plan and procedures are reviewed prior to start of school and all schools and programs practice regular emergency drills. As students are enrolled in individualized education plans (IEPs), 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 their individualized programs. 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.

**D. Other SARC Information Information Required in the SARC**

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

**2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	6	6		

**2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	2		
Other	5	4		

**2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	2	1	0	0
6	1	1	0	0
Other	8	2	0	0

## 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	1	3		
Mathematics	2	2		
Science	4	1		
Social Science	4	1		

## 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	2		
Mathematics	2	2		
Science	3	1		
Social Science	1	3		

## 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

## 2022-23 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

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	.1
<b>Speech/Language/Hearing Specialist</b>	.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	10,547.00	10,547	0	94,147
<b>District</b>	N/A	N/A	17,398	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	

## Fiscal Year 2022-23 Types of Services Funded

TCSOS Special Education and the Tuolumne County SELPA provide a variety of supports and services to students in both district and county-run programs. All services provided through TCSOS Special Education are designed to increase the access to high quality instruction for students with special needs in Tuolumne County. Services are provided to students through their Individualized Education Plan (IEP) and include but are not limited to:

- speech
- occupational therapy
- school psychological services and testing
- counseling
- adaptive physical education
- behavior intervention services
- social skills
- nursing and health services

In addition to direct services, specialists in these areas are available to consult with staff and parents participating in both district and county programs as needed to ensure student success.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> 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. Teachers have access to weekly professional development time on their assigned sites that is divided between collaboration with districts and program planning/ training. Monthly, teachers attend professional development at the TCSOS office presented by the program specialists, the behavior team, and outside providers as appropriate. 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 special education programs. The TCSOS STEM and Math Coordinators are available to provide professional development.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	3