Gold Ridge Educational Center
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Gold Ridge Educational Center
Street	12784 Justice Center Drive
City, State, Zip	Sonora, CA 95370
Phone Number	209-536-2411
Principal	Colleen Whitlock
Email Address	cwhitlock@tcsos.us
School Website	tcsos.us
Grade Span	1-12
County-District-School (CDS) Code	55105530134569

2025-26 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	www.tcsos.us

2025-26 School Description and Mission Statement

TCSOS currently offers instructional programs to students in Community Schools (Middle: 6-8 and High School: 9- 12), Independent Study (7-12), Gold Ridge Educational Center located in the Mother Lode Regional Juvenile Detention Center (Grades 6-12) and Special Education programs (Preschool-Adult Transition). The student population in the Alternative Education programs comprise a small number of the approximately 5,800 public school students in Tuolumne County.

There have been 28 students enrolled in the Gold Ridge Educational Center (GREC) during the 2025-26 school year. There have been fewer than five students who are English Learners enrolled at GREC. In 2025-26, 39% of students in the Gold Ridge Educational Center receive Special Education services. 100% of students in GREC qualify as low income.

In April 2017, TCSOS became the provider of educational services for juvenile offenders from Tuolumne, Amador, Calaveras, Mariposa, Merced and other contracted counties. The students who are normally referred to out of county Juvenile Detention Facilities now reside at our local facility and receive educational services at the Gold Ridge Educational Center. This has redoubled efforts from our county office to develop programs that support our at-risk student populations. We are continuing to offer concurrent enrollment with Columbia Community College in order to help our students transition from high school to vocational & higher education using online learning. Currently, there are fewer than twenty students enrolled at the court school at any one time. The school received initial WASC Accreditation in the 2017-18 school year, and after a full self-study in 2021, received accreditation through 2028.

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. Access and Equity -The work of the COE: The TCSOS Alternative Education programs with support from the Educational Services Office operate under guidelines in order to promote and sustain access and equity for all students.

2025-26 School Description and Mission Statement

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

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 2025-26 Local Control Accountability Plan (LCAP) which includes input from educational partners 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. Provide training to all staff in tiered interventions, including Positive Behavior Intervention Support, inclusion, restorative practices and trauma informed practices.

Goal 2: Provide professional development to increase parent and community partner involvement, and maintain a safe and welcoming school climate in order to improve student attendance and student engagement

Goal 3: Provide engaging, standards-aligned curriculum, instruction, and access to technology to improve academic achievement; develop college and workforce readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment, and credit recovery courses

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 improved educational outcomes for all students

Goal 5: Coordinate services for foster, homeless, and expelled youth enrolled in TCSOS programs and all LEAs in Tuolumne County to ensure delivery of quality educational services and supports, and successful transitions between educational placements

Goal 6: Utilize equity multiplier funds to provide evidence-based practices to provide social-emotional support, mental health counseling, and engaging academic instruction to reduce suspension rates for socio-economically disadvantaged students and improve academic achievement for students enrolled in Gold Ridge Educational Center and Tuolumne Learning Center.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	5
Grade 11	3
Total Enrollment	8

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25
Male	75
Black or African American	12.5
Hispanic or Latino	25
White	62.5
Foster Youth	12.5
Socioeconomically Disadvantaged	100
Students with Disabilities	62.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.9	53.33	5.7	35.19	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	6.48	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.3	8.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	46.11	3.2	20.19	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.8	29.63	15831.9	5.67
Total Teaching Positions	1.8	100	16.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	59.3	5.7	42.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.5	3.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.1	15.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	40.7	2.4	18.12	11746.9	4.23
Unknown/Incomplete/NA	0	0	2.5	19.17	14303.8	5.15
Total Teaching Positions	1.9	100	13.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	.1	7	2.6	25.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2	19.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	92	3.6	35.83	12112.8	4.34
Unknown/Incomplete/NA	0	0	2	19.42	13705.8	4.91
Total Teaching Positions	1.0	100	10.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	0.8	0.9
Total Out-of-Field Teachers	0.80	0.8	0.9

Class Assignments

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

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

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

In the Fall of 2023, teachers and students piloted Edmentum online learning curriculum and this curriculum was board adopted in December, 2023.

Year and month in which the data were collected	December, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/language arts, including the English language development component of an adopted program 6-8 Grade • Journeys by Houghton Mifflin – 6th grade only (adopted 2017) • Study Sync – McGraw Hill – 7th and 8th grades only (adopted 2017) • Edmentum –(adopted 2023) 9-12th Grade • Study Sync – McGraw Hill (adopted 2017) • Edmentum, Adopted 2023 • 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	0
Mathematics	6-8th Grade: • Envision Math 2.0 - Pearson (adopted 2017) • Edmentum (Adopted 2023) 9-12th Grade: • Big Ideas Math I and Math II by Houghton Mifflin (adopted 2017) • Edmentum (Adopted 2023)	0

| Science | 6th-8th Grade

Edmentum, adopted 2023

9-12th Grade:

Edmentum, adopted 2023 | 0 |
| History-Social Science | 7th Grade: TCI: History Alive; the Ancient World
8th Grade: TCI: History Alive; the Medieval World
10th Grade: TCI: History Alive, US through Industrialism
10th Grade: TCI: History Alive; World Connections
11th Grade: TCI: History Alive; Pursuing American Ideals
12th Grade: TCI: Government Alive; Power, Politics and You
12th Grade: TCI: Econ Alive; The Power to Choose
(all TCI materials adopted 2021)
Edmentum, Adopted 2023 | 0 |
| Foreign Language | Edmentum - French I & II; Spanish I & II, Adopted 2023 | 0 |
| Health | Edmentum, Adopted 2023
Positive Prevention Plus, Sexual Health Education for America's Youth | 0 |
| Visual and Performing Arts | Edmentum - Adopted 2023 | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | |

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

School Facility Conditions and Planned Improvements

The facility is maintained by Tuolumne County Probation and exceeds standards required for school facilities due to the nature of the program. The facility opened in April, 2017.

Year and month of the most recent FIT report	December, 2025

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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	--	--	20	26	47	48
Mathematics (grades 3-8 and 11)	--	--	13	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	0	4.35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	14	82.35	17.65	0.00
Female	--	--	--	--	--
Male	12	9	75.00	25.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	14	82.35	17.65	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

The Gold Ridge Educational Center emphasizes core academic classes and credit recovery. CTE coursework has been offered within the on-line learning electives, and dual enrollment in the Community College CTE programs is encouraged. CTE Pathways are not available at the school site.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2025-26 Opportunities for Parental Involvement

Multi -Disciplinary Team meetings (MDT) are held weekly with the focus of the meetings on increasing parent participation. Teachers and administrators communicate with parents through a variety of methods including intake and transition meetings. The Parent Advisory Committee will meet at least annually, and the School Site Council will continue to meet monthly during the 2025-2026 school year. All parents/guardians of students enrolled in GREC in the spring will receive an LCAP Feedback Survey. Information about School Site Council and the Parent Advisory Committee is provided to all parents upon enrollment. For parents who are interested in more information about the Parent Advisory Committee or School Site Council, contact Colleen Whitlock at: cwhitlock@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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	35.7	18.2	9.0	8.2	8.9	8
Graduation Rate	--	--	--	64.3	68.2	68.2	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
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	--	--	--

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	54	26	0	0.0
Female	13	--	--	--
Male	41	21	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	14	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	26	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	15	0	0.0

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	2.04	0	7.89	6.98	5.44	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The emergency plan and procedures are reviewed prior to start of school and are aligned to the safety practices implemented at a juvenile detention facility. The schools practice regular emergency drills as applicable in the center. 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 Comprehensive School Safety Plan is updated annually.

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.

The Comprehensive School Safety Plan for TCSOS Schools and Programs was approved by the Tuolumne County Board of Education on February 3, 2025.

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	4	3	0	0
Mathematics	6	2	0	0
Science	3	4	0	0
Social Science	3	5	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	3		
Mathematics	4	2		
Science	2	5		
Social Science	2	8		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	4		
Mathematics	3	4		
Science	2	4		
Social Science	3	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	23,654	8,608	15,046	118,675
District	N/A	N/A	17,469.00	112,769
Percent Difference - School Site and District	N/A	N/A	-14.9	5.1
State	N/A	N/A	20,281	101,084
Percent Difference - School Site and State	N/A	N/A	-29.6	16.0

Fiscal Year 2024-25 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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	54,959	58,037
Mid-Range Teacher Salary	81,502	87,890
Highest Teacher Salary	102,131	116,317
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

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 ELA and Math Coordinator are available to provide regular professional development throughout the year. In the 2025-26 school year, staff members have attended the PBIS Conference and are

Professional Development

participating in direct professional development in PBIS provided through Stanislaus COE and Restorative Practices training. The teacher at GREC also attends the JCCASAC (Juvenile Court/Community and Alternative Schools Administrators of California) Conference.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	7