

Tuolumne County Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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	Colleen Whitlock
Email Address	cwhitlock@tcsos.us
School Website	tcsos.us
Grade Span	K-12
County-District-School (CDS) Code	55 10553 5530118

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 (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 5,800 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. Currently in the 2025-26 school year, there are 28 students enrolled in the Tuolumne Learning Center (TLC). 30% of students in the Community School programs receive Special Education services. 82% of students qualify as low income. All programs utilize state standards aligned materials. There are currently no English Learners.

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

2025-26 School Description and Mission Statement

- 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 6	1
Grade 7	1
Grade 8	3
Grade 9	3
Grade 10	9
Grade 11	7
Grade 12	3
Total Enrollment	27

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	7.4
Hispanic or Latino	22.2
Two or More Races	14.8
White	55.6
English Learners	3.7
Homeless	29.6
Socioeconomically Disadvantaged	81.5
Students with Disabilities	25.9

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.

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)	2.2	44.2	5.7	35.19	234405.2	84
Intern Credential Holders Properly Assigned	0	0.98	1	6.48	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	7.07	1.3	8.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	47.74	3.2	20.19	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.8	29.63	15831.9	5.67
Total Teaching Positions	5	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)	0.9	22.5	5.7	42.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	12.5	0.5	3.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	2.75	2.1	15.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	39.75	2.4	18.12	11746.9	4.23
Unknown/Incomplete/NA	0.8	22	2.5	19.17	14303.8	5.15
Total Teaching Positions	4	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)	1.2	30.5	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)	2.7	69.25	3.6	35.83	12112.8	4.34
Unknown/Incomplete/NA	0	0	2	19.42	13705.8	4.91
Total Teaching Positions	4	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	0.10	0.1	0
Misassignments	0.20	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0.1	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	2.40	1.5	2.7
Total Out-of-Field Teachers	2.40	1.5	2.7

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)	50.0	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 curriculum. Edmentum 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	<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) Edmentum (adopted 2023) <p>9-12th Grade</p> <ul style="list-style-type: none"> 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	<p>6-8th Grade:</p> <ul style="list-style-type: none"> Envision Math 2.0 - Pearson (adopted 2017) Edmentum (adopted 2023) <p>9-12th Grade:</p> <ul style="list-style-type: none"> Big Ideas Math I and Math II by Houghton Mifflin (adopted 2017) Edmentum (adopted 2023) 	0

Science	7th Grade: <ul style="list-style-type: none"> Edmentum (adopted 2023) 8th Grade: <ul style="list-style-type: none"> Edmentum (adopted 2023) 9-12th Grade: <ul style="list-style-type: none"> Edmentum (adopted 2023) 	0
History-Social Science	7th Grade: TCI: History Alive; the Ancient World (adopted 2021) 8th Grade: TCI: History Alive; the Medieval World (adopted 2021) 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) Edmentum (adopted 2023)	0
Foreign Language	Edmentum (adopted 2023) - French I & II; Spanish I & II	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

Tuolumne Learning Center Middle School and high school are located in a stand-alone building. TLC Independent Study is now located in the main TCSOS building. 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, 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			

School Facility Conditions and Planned Improvements				
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		No deficiencies are noted for the TLC location, but there is a deficiency on the exterior school grounds for Transition, which is located on the same site.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	30	20	26	47	48
Mathematics (grades 3-8 and 11)	0	0	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	14	10	71.43	28.57	--
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	0	0	0	0	0

White	11	9	81.82	18.18	--
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	--	--	--	--	--

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	14	11	78.57	21.43	0.00
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	0	0	0	0	0
White	11	10	90.91	9.09	--
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	--	--	--	--	--

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	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	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	0	0	0	0	0

2024-25 Career Technical Education Programs

The Community School / ISP Program emphasizes core academic classes and credit recovery. CTE coursework is offered within the online elective classes and dual enrollment in the Community College CTE programs is encouraged. CTE Pathways are not available at the school site. In 2024-25, a CTE Photography class was offered to students in TLC. In the 2025-26 school year, CTE courses are available to students through Edmentum.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
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	100

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	95.45
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

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

2025-26 Opportunities for Parental Involvement

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 Colleen Whitlock, 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	--	7.7	--	35.7	18.2	9.0	8.2	8.9	8
Graduation Rate	--	69.2	--	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	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	--	--	--
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	--	--	--

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	49	38	25	65.8
Female	20	18	13	72.2
Male	29	20	12	60.0
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	29	24	16	66.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	40	33	22	66.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	--	--	--

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
5.88	7.55	2.04	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	2.04	0.00
Female	0.00	0.00
Male	3.45	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	3.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.50	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. 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.

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	1	8	0	0
Mathematics	3	3	0	0
Science	2	4	0	0
Social Science	2	6	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	2	13		
Mathematics	2	5		
Science	2	5		
Social Science	2	16		

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	2	15		
Mathematics	3	8		
Science	3	6		
Social Science	2	17		

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	42,528	5,165	37,363	118,675
District	N/A	N/A	17,469.00	112,769
Percent Difference - School Site and District	N/A	N/A	72.6	5.1
State	N/A	N/A	20,281	101,084
Percent Difference - School Site and State	N/A	N/A	59.3	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
 Transportation for homeless youth
 Mental Health Counseling, Individual and Group

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

Fiscal Year 2024-25 Types of Services Funded

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/csl/>.

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)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
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
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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	0

Where there are student course enrollments of at least one student.

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 2024-25 school year, every week has time set aside for staff meetings, collaboration time and professional development. In the 2025-26 school year, staff members have attended PBIS professional development, and restorative practices training, and have opportunities for full-day professional development in standards-based instruction to prepare students for CAASPP Testing.

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	5	5