

Tuolumne County Special Education

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Wendy Pound, SELPA Executive Director

Principal, Tuolumne County Special Education

About Our School

SELPA facilitates high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

SELPA is dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

Contact

Tuolumne County Special Education
175 Fairview Ln.
Sonora, CA 95370-4809

Phone: 209-536-2087
E-mail: wpound@tcsos.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Tuolumne County Superintendent of Schools
Phone Number	(209) 536-2000
Superintendent	Marguerite Bulkin
E-mail Address	mbulkin@tcsos.us
Web Site	www.tcsos.us

School Contact Information (School Year 2016-17)	
School Name	Tuolumne County Special Education
Street	175 Fairview Ln.
City, State, Zip	Sonora, Ca, 95370-4809
Phone Number	209-536-2087
Principal	Wendy Pound, SELPA Executive Director
E-mail Address	wpound@tcsos.us
Web Site	www.tcsos.us
County-District-School (CDS) Code	55105535530142

Last updated: 1/3/2017

School Description and Mission Statement (School Year 2016-17)

Tuolumne County SELPA **Inclusion and Structured Preschool classrooms** provide multiple levels of support for preschool students with special needs. The Inclusion Preschool classrooms allow full inclusion of SELPA special Education preschool students into Head Start general education preschool programs. SELPA students in these classes receive additional support from highly-qualified SELPA special education teachers and paraprofessionals, who work alongside general education teachers and paraprofessionals with effective program implementation. Students attending SELPA Structured Preschools benefit from highly-qualified teachers and paraprofessionals, a specialized curriculum, and applied behavioral analysis techniques embedded in the preschool program. Low adult-student ratios promote successful early intervention behavioral and learning strategies for preschool students.

The **Independent Living Skills (ILS) program** is a regionalized program for students with moderate to severe disabilities. Access to the ILS program is through the student's Individualized Education Plan team and a referral by their local school district. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

Instruction is based upon seven curricular domains:

- domestic
- vocational
- recreation / leisure
- community access / motor skills
- communication
- social- emotional and
- functional academics

Academics are addressed within these domains with the purpose that students 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. ILS program staff include: Teachers, Paraeducators, Speech and Language Pathologists, an Occupational Therapist, a School Nurse, a Psychologist, a Vision Specialist, an Orientation and Mobility Specialist and an Adapted Physical Education Teacher. 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) for academics. Instead of math and reading, the NeXus program's RtI focuses on behavior. Three levels of intervention range from Intensified Level I to Intensified Level 3. Students at the Intensified Level 3 are receiving the most significant behavior and emotional supports within the NeXus program.

Eight key concepts in the emotional and behavior supports used by NeXus are:

1. Multiple levels of emotional and behavioral support
2. Selecting evidence-based practices
3. Continuous progress monitoring
4. Monitoring intervention fidelity or integrity
5. Data-based decision-making
6. Problem solving processes
7. School/home collaboration
8. Mental health service coordination

Access to the program is through the student's Individualized Education Plan team at his/her home school. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

The software program located at www.psiwaresolutions.com/ is used by NeXus to collect data and monitor progress. Review 360/Behavior Matters is also a website with useful classroom management information.

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.

Program components include:

- Vocational training
- Community integration
- Travel and/or mobility training
- Communication skills
- Recreational activities
- Self-care and daily living skills
- Functional academic skill development
- Social skill development
- Self advocacy, self determination skill development
- Technology skills
- Support for attending a community college or higher education program

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 is the 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.

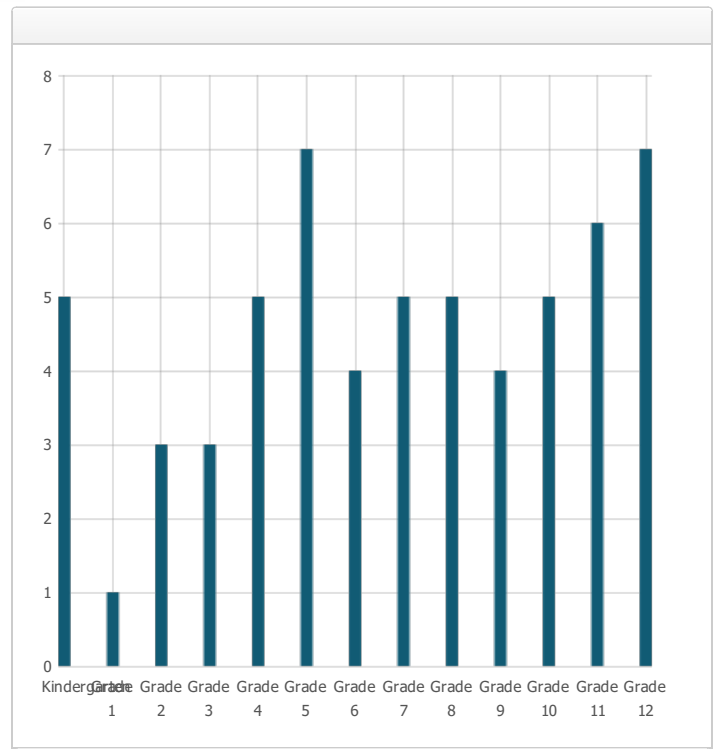
Early Start is a statewide system of early intervention services for infants and toddlers, from birth to 36 months of age, with disabilities or at risk of having disabilities and their families. Services are provided in a family-centered, multidisciplinary, interagency, and community-based system.

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.

Last updated: 1/3/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	5
Grade 1	1
Grade 2	3
Grade 3	3
Grade 4	5
Grade 5	7
Grade 6	4
Grade 7	5
Grade 8	5
Grade 9	4
Grade 10	5
Grade 11	6
Grade 12	7
Total Enrollment	60



Last updated: 1/3/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	5.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	21.7 %
Native Hawaiian or Pacific Islander	3.3 %
White	60.0 %
Two or More Races	8.3 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.0 %
English Learners	1.7 %
Students with Disabilities	93.3 %
Foster Youth	5.0 %

Last updated: 1/3/2017

A. Conditions of Learning

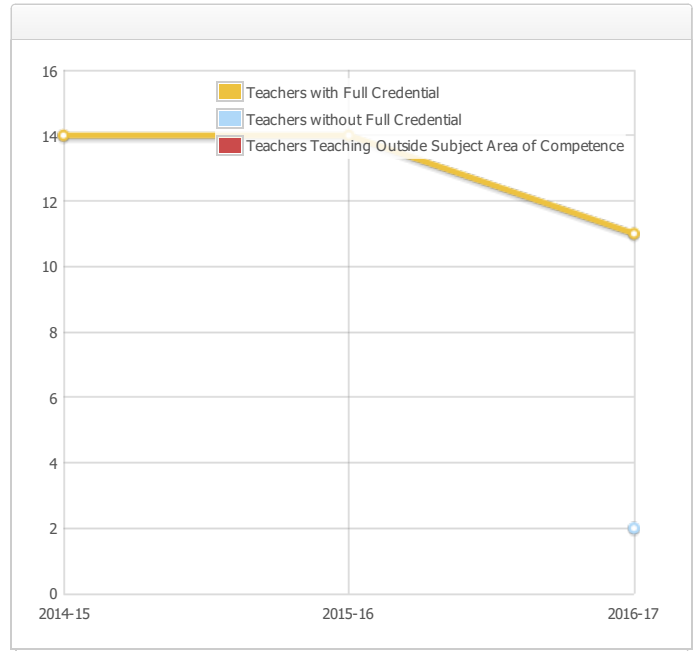
State Priority: Basic

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

Teacher Credentials

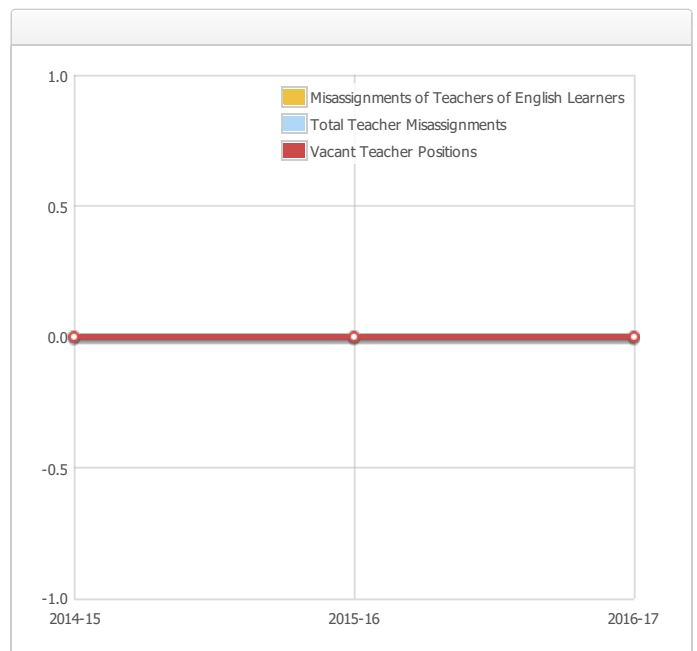
Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	11	15
Without Full Credential			2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/2/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	26.0%	74.0%
All Schools in District	44.0%	56.0%
High-Poverty Schools in District	21.0%	79.0%
Low-Poverty Schools in District	83.0%	17.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/2/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><u>1st – 5th Grade</u></p> <p>Corrective Reading Series (SRA-McGraw Hill); supplemental</p> <p><u>6th – 8th Grade</u></p> <p>Language of Literature (Holt McDougal)</p> <p><u>5th -8th Grade</u></p> <p>A-Zreading.com and Raz-Kids.com from Learning A-Z "Providing Differentiated Reading Instruction to Meet the Individual Needs of `Students" by Adria F. Klein, PhD (see White Paper at www.LearningA-Z.com)</p> <p><u>supplemental 9-12th Grade</u></p> <p>Basic English-Pacemaker (Globe Fearon)</p> <p>Writer's INC (Write Source)</p> <p>Expressions: Stories and Poems (Volumes One and Two) (NTC Contemporary)</p> <p>Viewpoints (Volume One and Two) (NTC/Contemporary)</p> <p>Experiencing Poetry (Globe Fearon)</p> <p>English for the World of Work (AGS)</p> <p>American Lit for Life and Work (Southwestern Educational Publishing)</p> <p>Writer's Craft (McDougal Littell)</p> <p>World Literature (AGS)</p> <p>I Know Why the Caged Bird Sings (Angelou)</p> <p>The Old Man and the Sea (Hemingway)</p> <p>A Wrinkle in Time (L'Engle)</p> <p>Island of the Blue Dolphins (O'Dell)</p> <p>Murder on the Orient Express (Christie)</p> <p>Multiple Class Sets of Novels</p> <p>Florida Virtual Online Learning</p>	Yes	0.0 %
Mathematics	<p><u>1st -5th grade</u></p> <p>Envision Math, California Text (Pearson)</p> <p>Saxon 54 Mathematics, California Edition (McGraw-Hill)</p>	Yes	0.0 %

Unique Learning System (n2Y) IXL Mathematics

6th Grade

Saxon 65 Mathematics, California Edition (McGraw-Hill)

CA Grade 6 Math (Prentice Hall Mathematics) (2009 Ed.)

Math Course 1 (McDougal Littell) Grade 6 Math

CK-12 Flexbook (CK-12 Foundation)

Unique Learning System (n2Y)

7th Grade

Math Course 2 (McDougal Littell)

Saxon 76

Grade 7 Math CK-12 Flexbook (CK-12 Foundation)

Unique Learning System (n2Y)

8th grade

Algebra 1 (McDougal Littell)

Algebra I CK-12 Flexbook (CK-12 Foundation)

Unique Learning System (n2Y)

9th-12th Grade

Algebra I – Pacemaker/Globe Fearon Algebra 1 (Prentice Hall)

Algebra (McDougal Littell)

Discovering Geometry (Key Curriculum Press)

Pre Algebra (AGS)

California Mathematics: Pre-Algebra (Prentice Hall)

Algebra (AGS)

Florida Virtual Learning Online Learning

Science

Yes

0.0 %

1st-5th Grade

California Science (Harcourt)

Practice Book, Science Content Support – supplemental Unique Learning System (n2Y)

6th Grade

Focus on Earth Science, California (Glencoe Science)

Science Notebook (Glencoe Science) – supplemental

Focus on Earth Science (Glencoe Science) – supplemental

Earth Science Middle School CK-12 Flexbook (CK-12 Foundation)

Unique Learning System (n2Y)

7th grade

Focus on Life Science (Glencoe Science)

Life Science Middle School CK-12 (CK-12 Foundation)

Unique Learning System (n2Y)

8th grade

Focus on Physical Science (Glencoe Science)

Unique Learning System (n2Y)

9-12th Grade

Biology: Exploring Life (Pearson Prentice Hall)

Physical Science (Globe Fearon)

Life Science (Globe Fearon)

Earth Science (Globe Fearon)

Holt Science Spectrum: Physical Science (Holt Reinhart & Winston)

Florida Virtual Learning			
All Grades: Project Wild (Council for Environmental Education) - supplemental			
History-Social Science	<p><u>1st-5th Grade</u></p> <p>Reflections, Our Communities (Harcourt)</p> <p>Homework and Practice Book – supplemental Making a New Nation, California Vistas (McMillan/McGraw-Hill)</p> <p>Unique Learning System (n2Y)</p> <p><u>6th Grade</u></p> <p>World History: Ancient Civilizations, California Edition (McDougal/Littel)</p> <p>World History, Enrichment Workbook – supplemental Unique Learning System (n2Y)</p> <p><u>7th grade</u></p> <p>World History Medieval and Early Modern Time (McDougal Littell)</p> <p>Unique Learning System (n2Y)</p> <p><u>8th grade</u></p> <p>Creating America Beginnings to World War I (McDougal Littell)</p> <p>Unique Learning System (n2Y)</p> <p><u>10th Grade</u></p> <p>World History: Modern Times (Glencoe)</p> <p>Modern World History (McDougal Littell)</p> <p>Unique Learning System (n2Y)</p> <p><u>11th Grade</u></p> <p>United States History (Globe Fearon)</p> <p>Unique Learning System (n2Y)</p> <p><u>12th Grade</u></p> <p>Basic Principals of American Government (Amsco)</p> <p>Economics for Everybody (Amsco)</p> <p><u>9th -12th</u></p> <p>World Geography and Cultures (AGS Globe Pearson)</p> <p>Government: American Government by Pacemaker The Americans (McDougal Littell)</p>	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Life Skills Health (Pearson)	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2017

School Facility Conditions and Planned Improvements

SELPA programs are located mostly within participating school sites. Those sites provide support for maintaining facility safety, cleanliness and adequacy of the school facility. SELPA host sites work in cooperation with TCSOS maintenance staff to complete timely repairs and maintain facilities.

There are several sites that are considered 'stand-alone' sites and these are maintained by TCSOS staff.

Last updated: 1/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2016

Overall Rating	Good
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Last updated: 1/2/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	3.0%	--	20.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	3.0%	--	14.0%	--	36.0%	--

Note: 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.

Last updated: 1/2/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 12/30/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 12/30/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 12/30/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 12/30/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 12/30/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 12/30/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 12/30/2016

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	46.0%	--	--	31.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 12/30/2016

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	20	13	65.0%	46.2%
Male	16	11	68.8%	45.5%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	10	62.5%	50.0%
English Learners	--	--	--	--
Students with Disabilities	20	13	65.0%	46.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 12/30/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/30/2016***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%
9	0.0%	0.0%	0.0%

Note: 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.

Last updated: 12/30/2016

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

All parents, guardians or caregivers are involved in the development of each students educational plan. Parents are also invited to participate in the Community Advisory Council.

The purpose of the Community Advisory Council (CAC) 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 usually held on the second Thursday of each month. These meetings are open to the public; everyone is welcome to attend. Joining the CAC gives you an opportunity to have opinions heard and make a difference in the way Special Education is conducted in our area.

State Priority: Pupil Engagement

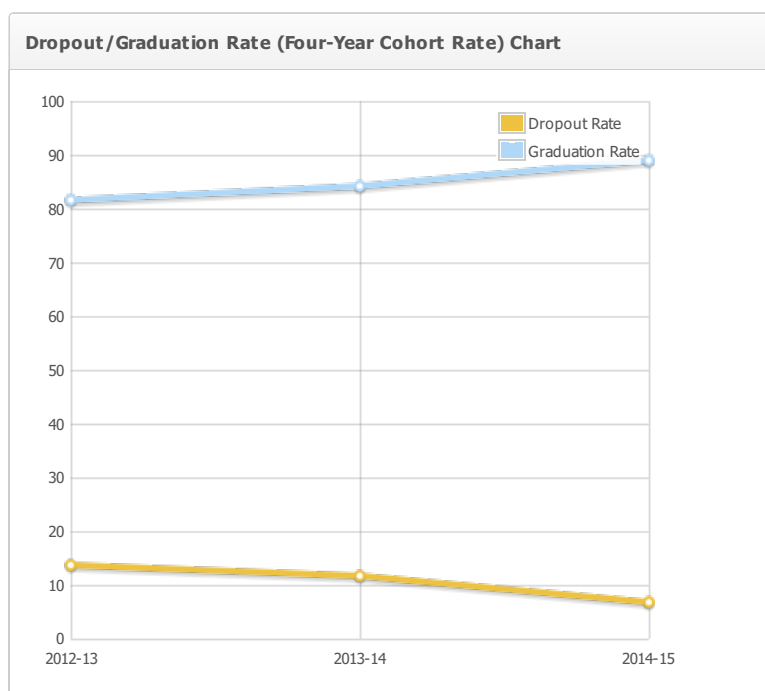
Last updated: 1/2/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.7%	11.7%	6.8%	13.7%	11.7%	6.8%	11.4%	11.5%	10.7%
Graduation Rate	81.60	84.20	89.00						



Last updated: 1/2/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	77
American Indian or Alaska Native	--	--	75
Asian	--	--	99
Filipino	--	--	97
Hispanic or Latino	--	--	84
Native Hawaiian or Pacific Islander	--	--	85
White	--	--	87
Two or More Races	--	--	91
Socioeconomically Disadvantaged	--	--	77
English Learners	--	--	51
Students with Disabilities	--	--	68
Foster Youth	--	--	--

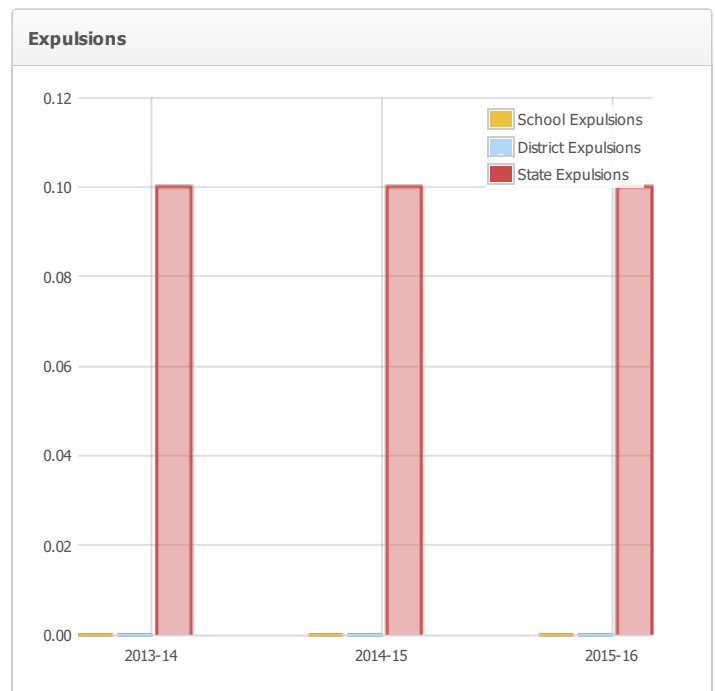
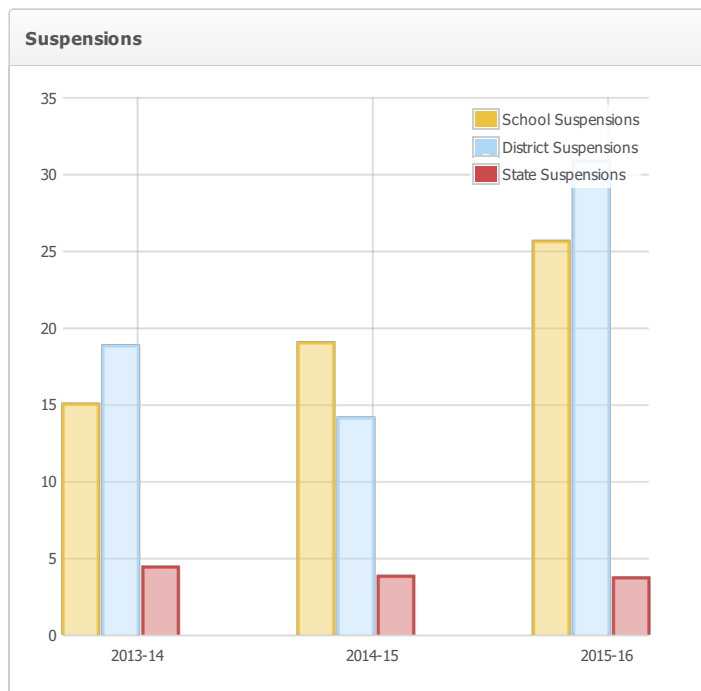
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.0	19.0	25.6	18.8	14.1	30.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/2/2017

School Safety Plan (School Year 2016-17)

Because our classrooms are located at various schools in Tuolumne County they are included in the school safety plans at each school site in which they are located.

The emergency plan and procedures are reviewed prior to start of school. The schools 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.

Link to TCSOS School Safety Plan: http://www.tcsos.us/wp-content/uploads/Comprehensive-School-Safety-Plan-adopted-03_2016.pdf

Last updated: 1/2/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/2/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16			
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		
		1-20	21-32		33+	1-20		21-32	33+	1-20
K		1			1			1		
1		1			1			1		
2		1			1			1		
3		1			1			1		
4		1			1			1		
5		1			1			1		
6		1			1			1		
Other										

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/2/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English		1			1				1			
Mathematics		1			1				1			
Science		1			1				1			
Social Science		1			1				1			

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

Last updated: 1/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	5.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	5.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$59513.0
District	N/A	N/A	\$0.0	\$59513.0
Percent Difference – School Site and District	N/A	N/A	--	0.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	5677.0%

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

Last updated: 1/2/2017

Types of Services Funded (Fiscal Year 2015-16)

The SELPA Finance Committee is an Advisory Committee comprised of two Superintendents, three fiscal staff members from five separate districts, the SELPA Director, and a representative of the Tuolumne County Superintendent of Schools Assistant Superintendent of Business Services. Members shall be appointed at the first Governing Board meeting each year. Non-voting member districts may send representatives and participate in the Finance Committee meetings. The SELPA Finance Committee plays an important role in providing fiscal input to the Governing Board. The chair will be selected by the Finance Committee membership. The Finance Committees responsibilities shall include: Working with the SELPA/Special Education Director on the development of the SELPA budget and making recommendations relating to the budget to the SELPA Governing Board. Reviewing and recommending changes to the SELPA budget during the year to the SELPA Governing Board. Monitoring the financial status of the SELPA throughout the year and providing regular reports for the SELPA Governing Board. Working with the fiscal office of the RLA to determine the annual cost of support services required by the SELPA, if SELPA chooses to go to a direct cost system. The SELPA Executive Director reports to the SELPA Governing Board and the Responsible Local Agency Superintendent. He/she serves as a resource for districts for the coordination of special programs and services as well as local plan implementation throughout the Tuolumne County SELPA. He/she acts as staff to the SELPA Governing Board. The primary responsibilities for the SELPA Director include: Coordinating a system of procedural safeguards and implementing policies and procedures for due process as approved by the Tuolumne County SELPA Governing Board. Coordinating the development of policies and procedures for referral, identification, assessment and provision of services. Coordinating personnel development, data collection, evaluation of local plan effectiveness, internal review and special education reports and forms. Coordinating interagency agreements. Structuring and preparing the SELPA Governing Board agendas with appropriate input from council members. Providing assurances that procedures, rules and regulations in terms of state and federal mandates and reports are being followed. Developing and monitoring the SELPA budget in conjunction with the SELPA Finance Committee. Approving all expenditures in the SELPA budget. Representing districts in Fair Hearings/Complaints, if an individual case is approved by the SELPA Director or the Governing Board for SELPA legal support. The SELPA Director will mediate the interests of the student, district and SELPA. If a district prevails on a due process case that the SELPA declined to support, SELPA will pay appropriate legal costs for that case. Collecting, preparing and/or checking all CASEMIS documents from the districts and preparing the SELPA forms. Keeping the RLA Superintendent, RLA Board, and SELPA Governing Board informed and up-to-date on SELPA matters, including pending litigation. Seeking and obtaining input from various groups in the on-going evaluation of the Tuolumne County SELPA. Being highly visible throughout the educational community in the Tuolumne County SELPA. Maintaining necessary relationships and involvement with state committees in order to keep up-to-date on special education and legislation. Maintaining necessary relationships and involvement with community agencies. Preparing and monitoring SELPA level grants.

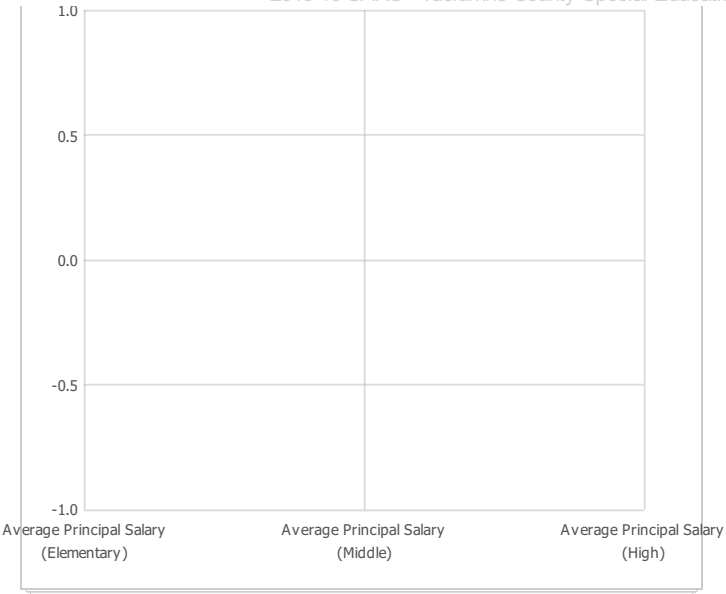
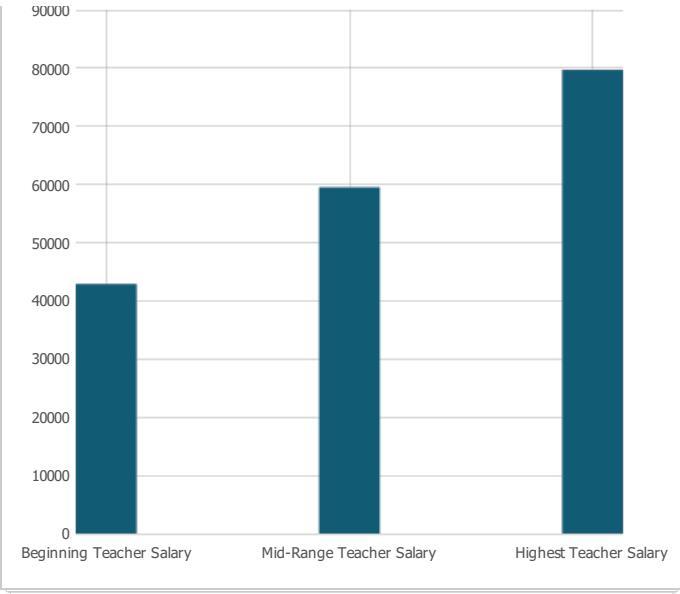
Last updated: 1/2/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,887	\$
Mid-Range Teacher Salary	\$59,513	\$
Highest Teacher Salary	\$79,697	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	0.0%	0.0%
Percent of Budget for Administrative Salaries	0.0%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 1/2/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/2/2017

Professional Development

All teachers access professional development based upon their individualized professional development plans, and meet with their supervisor weekly to provide individualized staff development related to the needs of their individual classes. All teachers, instructional support staff, and certificated personnel are afforded professional development through the Educator Effectiveness grant allocation due to expire at the end of the 16/17 school year.

Last updated: 1/2/2017