

Tuolumne County Cal-SAFE Program

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.

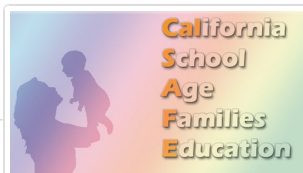
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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



Cathy Parker, Associate Superintendent

Principal, Tuolumne County Cal-SAFE Program

About Our School

The mission of the California School Age Families Education Program, also known as Tuolumne County Cal-SAFE Program, is to provide a way for pregnant or parenting teenaged students to continue their academic education while developing strong parenting skills that promote the healthy development of their children.

The Cal-SAFE program provides a comprehensive, community-linked program for pregnant and parenting students and their children that reflect the cultural and linguistic diversity of the community. The program actively collaborates with community agencies to ensure that appropriate educational and support services are available to the students. Every student, which includes fathers, mothers, and pregnant teens, entering the program is individually assessed, and the program is designed around their specific needs and learning styles.

The Cal-SAFE program operates in a self-contained classroom with a highly qualified teacher. Adjacent to the program location is an infant/childcare center so students can have childcare during their academic portion of the day. The daycare also provides students an opportunity to be close to their children and provide immediate care when necessary. The Infant/Childcare Center operates as a lab where the students can learn good parenting skills.

To provide flexibility around the problems associated with pregnancy and childcare, students are registered under independent study contracts. This permits a student to deal with the daily occurrences associated with giving birth or infant illnesses without losing credit for weekly assignments. Because of the small number of students enrolled, statistical reports are not reliable.

In the 2016-17 school year, there are currently no students enrolled.

Contact

Tuolumne County Cal-SAFE Program
175 Fairview Lane
Sonora, CA 95370

Phone: 209-536-2073
E-mail: cparker@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 Cal-SAFE Program
Street	175 Fairview Lane
City, State, Zip	Sonora, Ca, 95370
Phone Number	209-536-2073
Principal	Cathy Parker, Associate Superintendent
E-mail Address	cparker@tcsos.us
Web Site	http://www.tcsos.us
County-District-School (CDS) Code	55105535530035

Last updated: 1/2/2017

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

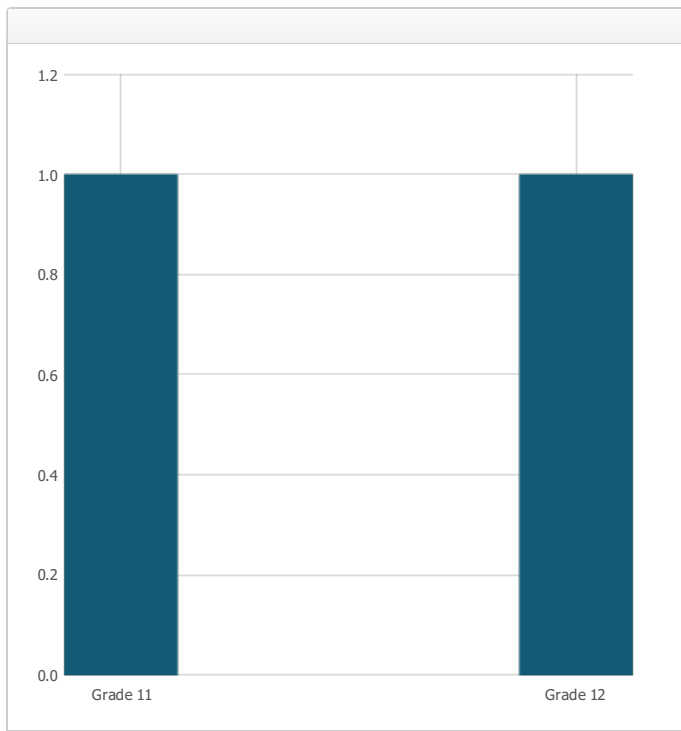
The California School Age Families Education Program, also known as Cal-SAFE, is a school-based program for expectant and parenting students and their children. The program provides academic and support services to help students to stay in school. Child care and developmental services for their children are included. Most programs are linked to the local community and its resources. You can participate if:

- You are expecting a baby (mothers and fathers to be)
- You are a Teen Parent
- You live in Tuolumne County
- You are 18 or younger
- You have not graduated from High School

Last updated: 1/2/2017

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

Grade Level	Number of Students
Grade 11	1
Grade 12	1
Total Enrollment	2



Last updated: 1/2/2017

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	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	50.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	50.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	
Socioeconomically Disadvantaged	100.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 1/2/2017

A. Conditions of Learning

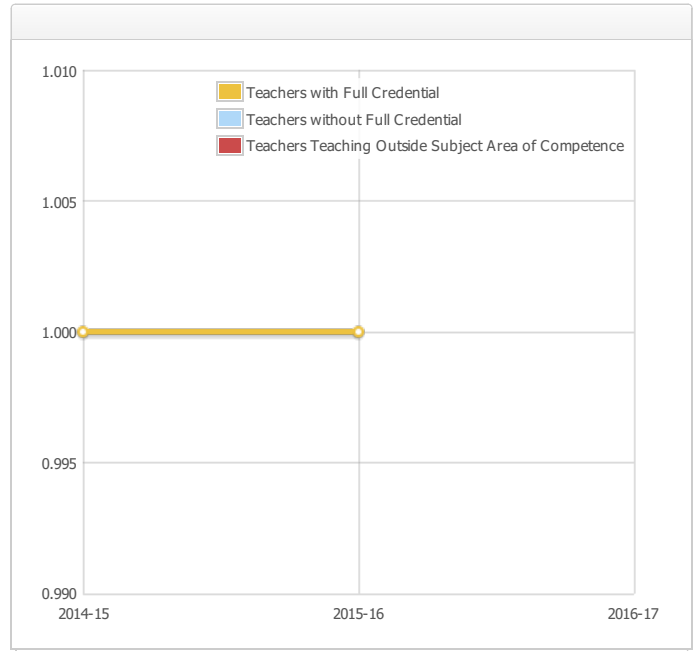
State Priority: Basic

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

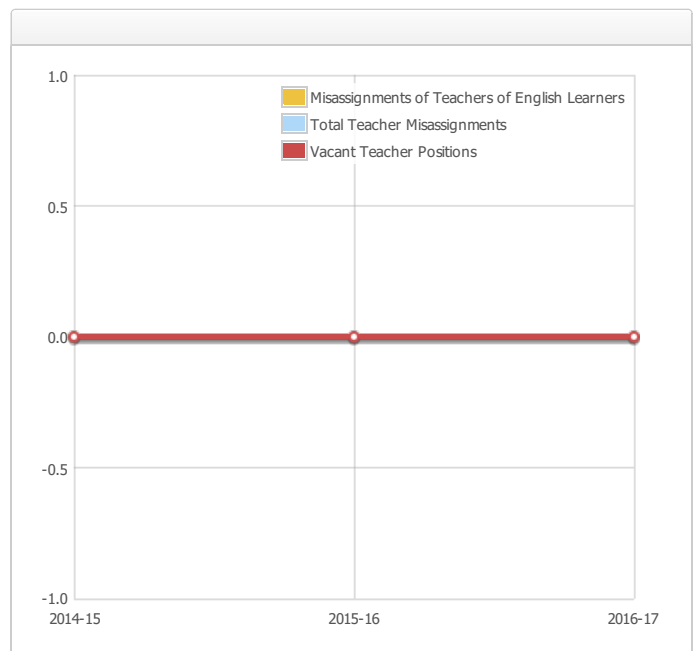
Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1		
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



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	0.0%	100.0%
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>English/language arts, including the English language development component of an adopted program</p> <p><u>7-8 Grade</u></p> <p>1. Bridges to Literature (McDougal Little)</p> <p><u>9-12th Grade</u></p> <p>1. Basic English-Pacemaker (Globe Fearon)</p> <p>2. Writer's INC (Write Source)</p> <p>3. Expressions: Stories and Poems (Volumes One and Two) (NTC Contemporary)</p> <p>4. Viewpoints (Volume One and Two) (NTC/Contemporary)</p> <p>5. Experiencing Poetry (Globe Fearon)</p> <p>6. I Know Why the Caged Bird Sings (Angelou)</p> <p>7. The Pearl (Steinbeck)</p> <p>8. A Wrinkle in Time (L'Engle)</p> <p>9. Animal Farm (Orwell)</p> <p>10. Murder on the Orient Express (Christie)</p> <p>11. Multiple Class Sets of Novels</p>	Yes	0.0 %
Mathematics	<p><u>7-12th Grade</u></p> <p>1. Concepts and Skills</p> <p>2. Structures and Methods</p> <p>3. Pre-Algebra/Pacemaker (Globe Fearon)</p> <p>4. Algebra 1/Pacemaker (Globe Fearon)</p> <p>5. Pre-Algebra (AGS)</p> <p>6. California Mathematics: Pre-Algebra (Prentice Hall)</p> <p>7. Algebra (AGS)</p> <p>8. Algebra (McDougal Littell)</p> <p>9. California Mathematics: Algebra 1(Prentice Hall)</p> <p>10. Geometry Revised (Pearson Globe)</p>	Yes	0.0 %
Science		Yes	0.0 %

<u>7th Grade</u>			
1. California Middle School Science-Life (Prentice Hall)			
<u>8th Grade</u>			
1. California Middle School Science--Physical (Prentice Hall)			
2. General Science, 3rd Ed. (Globe Fearon)			
<u>9-12th Grade</u>			
1. Concepts and Challenges in Physical Science (Globe Fearon)			
2. Concepts and Challenges in Life Science (Globe Fearon)			
3. Concepts and Challenges in Earth Science (Globe Fearon)			
4. Life Skills Health (Pearson Publishing)			
History-Social Science	<ol style="list-style-type: none"> 1. 7th Grade: California Middle School Social Studies (McDougal Littel) 2. 8th Grade: California Middle School Social Studies (McDougal Littel) 3. 10th Grade: Modern World History (McDougal Littel) 4. 10th Grade: World History Revised (Pearson Globe) 5. 11th Grade: History of our Nation: 1865 to Present (AGS) 6. 12th Grade: United States Government (AGS) 7. 12th Grade: Economics (AGS) 	Yes	0.0 %
Foreign Language	FVLS - 2016 Pilot	Yes	0.0 %
Health	Life Skills Health (Pearson Publishing)	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

The Cal-SAFE program operates in a rented facility owned by a local non-profit organization, ATCAA.

Students are in a self-contained classroom that is in good repair. Adjacent to the classroom is a day care facility where the students' infants and toddlers are housed. Both rooms receive regular janitorial services.

The classroom and bathrooms are clean and well-maintained. The external grounds are in good condition with no safety issues.

Last updated: 1/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2015

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 2015

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)	--	--	4.0%	17.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	--	--	5.0%	0.0%	33.0%	37.0%

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

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: 1/2/2017

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: 1/2/2017

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)	--	--	--	--	--	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: 1/2/2017

**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	--	--	--	--
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: 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: 1/2/2017

Career Technical Education Programs (School Year 2015-16)

The Cal-SAFE Program emphasizes core academic classes and healthy parenting skills. The curriculum is designed to meet individual needs and keep the students working toward graduation credits. We do not have staff available to offer dedicated CTE classes to this small group of students. It is the expectation that the courses taken will help students in meeting requirements for employment after graduation.

Last updated: 1/2/2017

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: 1/2/2017

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: 1/2/2017

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)

Parents participate in an intake meeting for orientation, development of student goals and registration. Parents are encouraged to monitor the progress of their children. The teacher provides weekly written notification on the work accomplished and progress towards promotion or graduation. Parents are given opportunities to meet with the teacher and administrator of the program to discuss their child's needs. The teacher will also make home visits to students who may not be able to attend for health reasons or during the period of recovery from childbirth. Teacher works with Public Health to increase home-school contact.

For more information on this program, contact

Cathy Parker

Associate Superintendent, Tuolumne County Superintendent of Schools Office

209-536-2073

State Priority: Pupil Engagement

Last updated: 1/2/2017

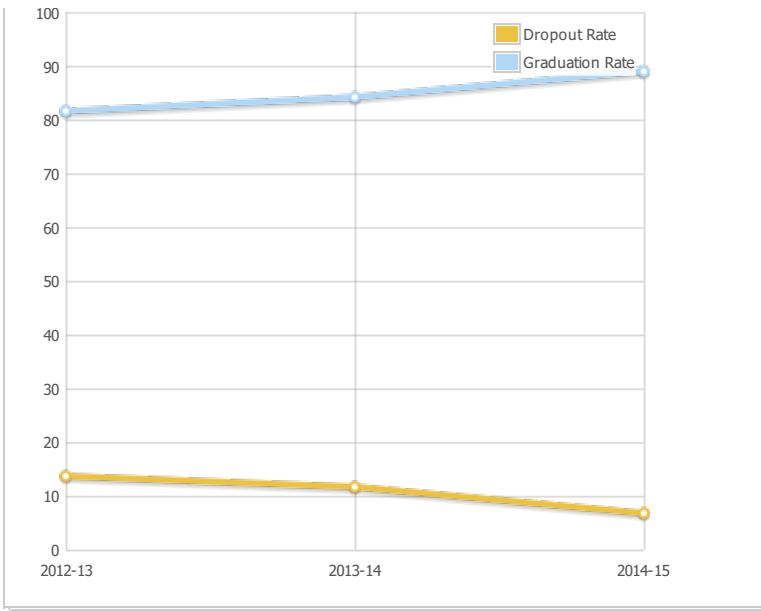
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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	100	50	85
Black or African American	0	0	77
American Indian or Alaska Native	0	0	75
Asian	0	0	99
Filipino	0	0	97
Hispanic or Latino	0	0	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	50	87
Two or More Races	0	100	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	0	0	68
Foster Youth	--	--	--

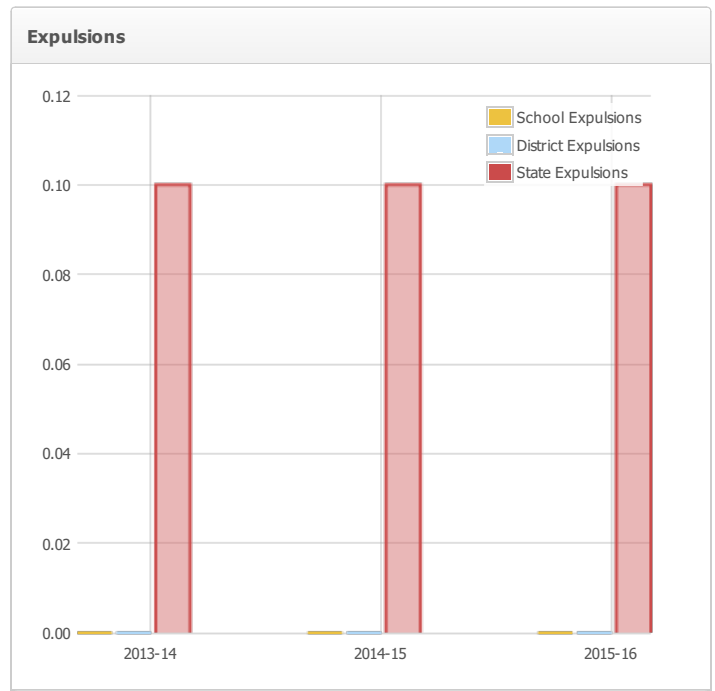
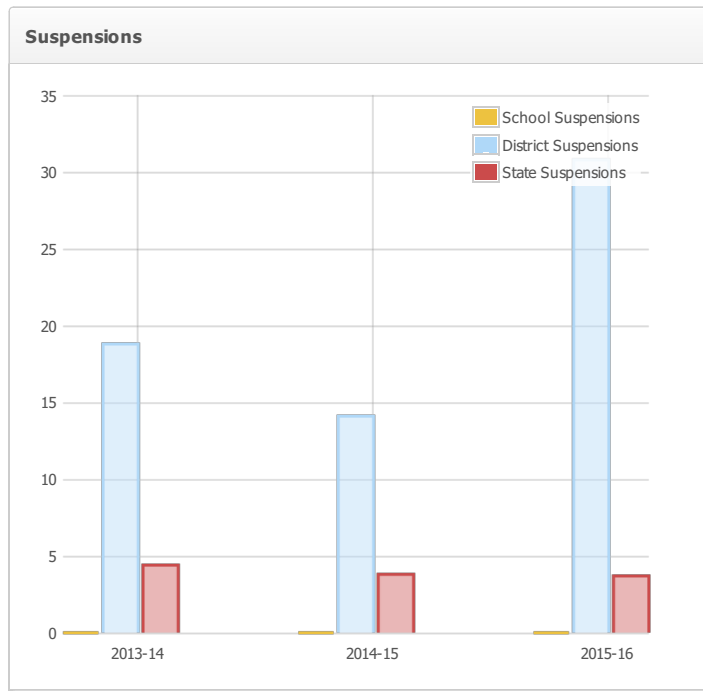
State Priority: School Climate

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	0.0	0.0	0.0	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)

The emergency plan and procedures are updated and reviewed with the staff annually. The school regularly practices fire and other emergency drills. The school coordinates emergency procedures with local law enforcement agencies.

This school provides an alternative school learning environment. Every effort is made to motivate students to succeed. Each student's record is reviewed and the teacher determines an educational plan for completing the requisite classes for promotion or graduation. Students may be provided support services through Cal-Learn, Woman's Infant Children program (WIC), Infant Child Enrichment Services (ICES), The Mountain Women's Resource Center, The Tuolumne County Mental Health Program, Tuolumne County Public Health, Columbia College and other agencies designed to assist students with personal issues or future opportunities.

Students participate in weekly meetings with counselors and trainers to help them with problems they face as young parents. The teacher communicates regularly with parents and can provide additional home support when necessary. The school has a discipline policy that is rigorously enforced.

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	21-32	33+
K												
1												
2												
3												
4												
5												
6												
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)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		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)

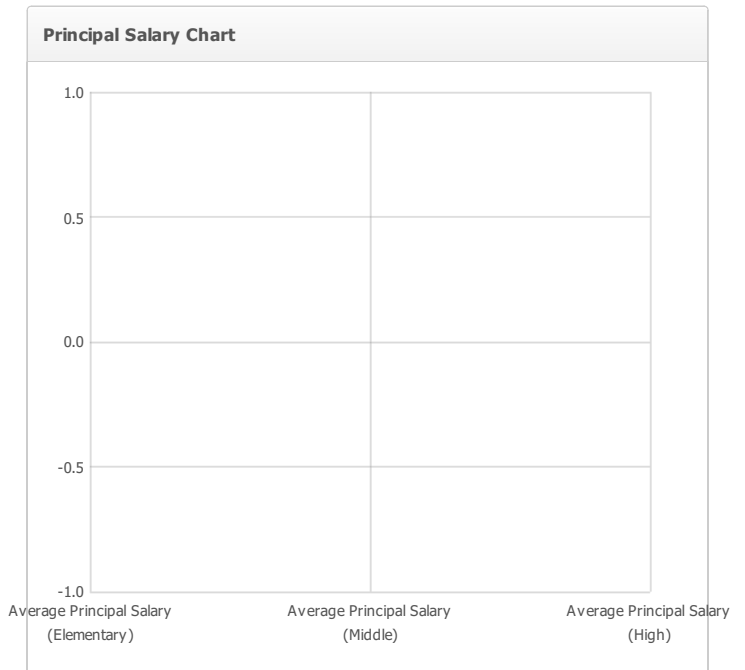
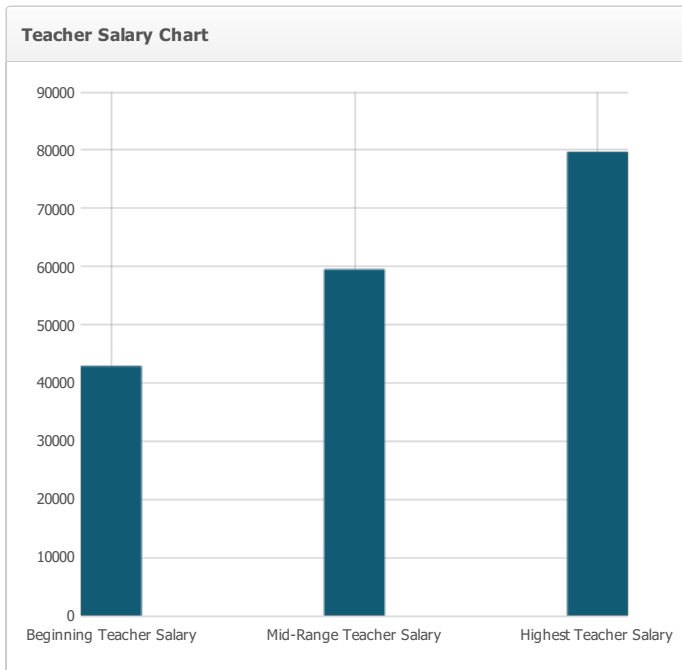
This program does not receive any categorical or supplemental funding.

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/>.



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		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

In the TCSOS Professional Development Plan, we plan to use the funds during 2014-16 in the following manner:

Provide standards implementation training to certificated, administrative, and instructional support staff. - \$8000.

Provide on-going, year-long professional learning support for staff working with special populations in order to support effective teaching and learning - \$20,000.

Provide targeted, intensive professional learning support for staff working with special populations in order to support effective teaching and learning - \$15,000.

Provide additional support for SELPA inclusion support services - \$10,000.

Last updated: 1/2/2017