

# Tuolumne County Community/ISP

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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, 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

Principal, Tuolumne County Community/ISP

### About Our School

TCSOS currently offers instructional programs to over 30 students in Community Schools (Middle: 6-8 and High School: 9-12), Independent Study (9-12), and Gold Ridge Educational Center (Court School – opened 4/11/2017). The student population in the Alternative Education programs comprise a small number of the approximately 6,000 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. The County Programs have served as many as 28 students in the 2016-17 school year. The 2015-16 school year experienced a similar enrollment, with a maximum of 30 enrollments. The population demographics are students who are socio-economically disadvantaged with a disproportionate representation of students who are identified as Hispanic, Native American, and 2 or more ethnic identifiers. There was one student who was identified as re-designated EL who participated in our program in the 2016-17 school year with no students currently identified with EL needs. There continues to be a trend among school districts in referring students with active IEPs without engaging in alternatives to expulsion. For students enrolled in the Community School/ Independent Study programs, Special Education services have been provided by the referring district per the Expelled Youth Plan Agreement. In the 2016-17 school year, 17.9% of students in the Community School programs received Special Education services. 67.9% of students were identified as low income. All programs utilized state standards aligned materials. 2017-18 efforts will focus on transitioning to Next Generation Science Standards – California and Social Studies/History Instructional Materials evaluation.

### Contact

Tuolumne County Community/ISP  
175 Fairview Lane  
Sonora, CA 95370

Phone: 209)536-2073  
E-mail: [cparker@tcsos.us](mailto:cparker@tcsos.us)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Tuolumne County Superintendent of Schools
<b>Phone Number</b>	(209)536-2000
<b>Superintendent</b>	Marguerite Bulkin
<b>E-mail Address</b>	<a href="mailto:mbulkin@tcsos.us">mbulkin@tcsos.us</a>
<b>Web Site</b>	<a href="http://www.tcsos.us">www.tcsos.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Tuolumne County Community/ISP
<b>Street</b>	175 Fairview Lane
<b>City, State, Zip</b>	Sonora, Ca, 95370
<b>Phone Number</b>	209)536-2073
<b>Principal</b>	Cathy Parker
<b>E-mail Address</b>	<a href="mailto:cparker@tcsos.us">cparker@tcsos.us</a>
<b>Web Site</b>	<a href="http://www.tcsos.us">www.tcsos.us</a>
<b>County-District-School (CDS) Code</b>	55105535530118

*Last updated: 1/5/2018*

### School Description and Mission Statement (School Year 2017-18)

**Vision:** Tuolumne County Alternative Education programs provides a safe, nurturing, consistent environment with clear expectations that are supported by accountability. Our school inspires students to reconnect with the educational process with learning and teaching that support vocational and academic areas in order to prepare students for life beyond high school.

**Mission:** Our school works to instill in its students a sense of pride that inspires them to have confidence in their ability to be successful in school and in life. The school community makes decisions and collectively holds each other accountable. We strive to provide students with the skills and tools necessary to achieve all they are capable of in an environment where both staff and students feel safe and supported by the district.

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

The **Schoolwide Learner Outcomes** include:

**RESPECT-** Respect self, others, property and environment. TCSOS students will show respect with effective communication in a variety of academic and work place settings.

**ORGANIZATION -** Organize time, obligations, and goal attainment through preparation and planning. TCSOS students will show organization by using innovative thinking to solve problems in both academic and career settings.

**AWARENESS-** Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations. TCSOS students will show awareness through their digital literacy and use of technology as a learning tool.

**RESPONSIBILITY -** Responsibility for all obligations including our obligation to live up to our potential.

The **goals** for our school are outlined in the Local Control Accountability Plan (LCAP) which includes stakeholder input and annual review.

**Goal 1:** Provide individual and group counseling services during the regular instructional day to support and provide timely interventions to expelled and probation referred students in order to assist students to develop strategies for successful transition back into their District of Residence or alternative educational opportunities.

**Goal 2:** Create a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, and District of Residence (DOR) administrative staff professional development in Response to Intervention (RtI), Positive Behavior Intervention System (PBIS), and trauma informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at-risk youth.

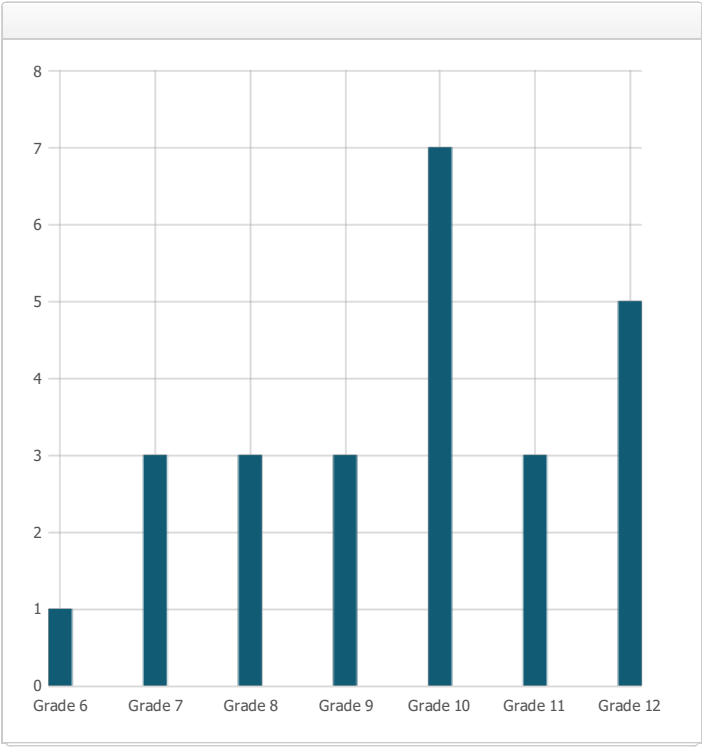
**Goal 3:** Provide students standards aligned curriculum and technology to lead to greater enrollment in CTE courses, A-G courses, dual enrollment, and employment opportunities.

**Goal 4:** Strengthen communication between Community/Court School programs, parents, and community members.

*Last updated: 1/5/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 6	1
Grade 7	3
Grade 8	3
Grade 9	3
Grade 10	7
Grade 11	3
Grade 12	5
<b>Total Enrollment</b>	<b>25</b>



*Last updated: 1/4/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	4.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	20.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	72.0 %
Two or More Races	4.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.0 %
English Learners	0.0 %
Students with Disabilities	12.0 %
Foster Youth	0.0 %

*Last updated: 1/4/2018*

# A. Conditions of Learning

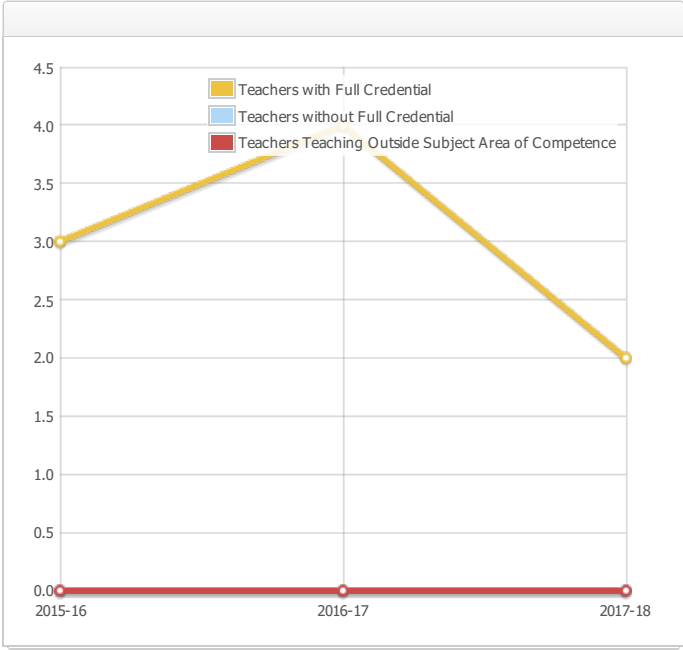
## State Priority: Basic

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

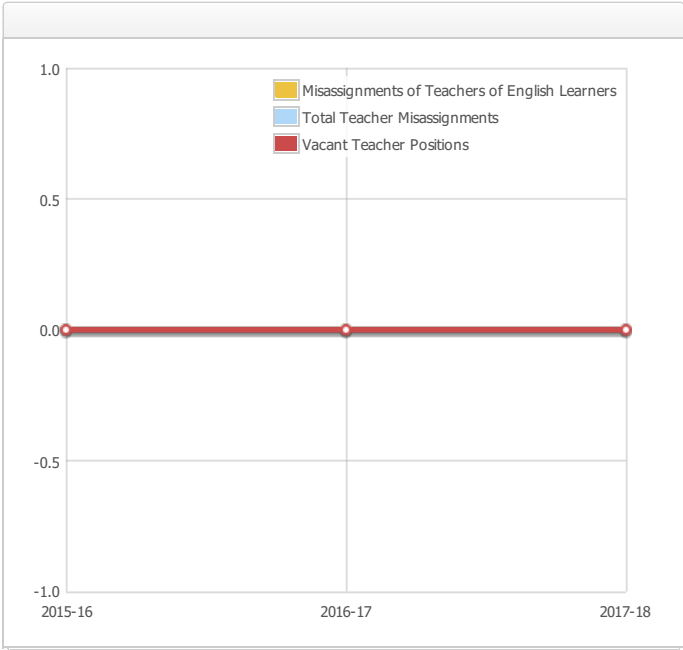
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	4	2	13
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/5/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

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, includes the English language development component of an adopted program</p> <p>6-8 Grade</p> <ul style="list-style-type: none"> <li>• Journeys by Houghton Mifflin – 6th grade only</li> <li>• Study Sync – McGraw Hill – 7th and 8th grades only</li> <li>• Florida Learning Virtual School – California Edition</li> </ul> <p>9-12th Grade</p> <ul style="list-style-type: none"> <li>• Study Sync – McGraw Hill</li> <li>• Florida Learning Virtual School – California Edition</li> <li>• I Know Why the Caged Bird Sings (Angelou) <ul style="list-style-type: none"> <li>• The Pearl (Steinbeck)</li> </ul> </li> <li>• A Wrinkle in Time (L'Engle) <ul style="list-style-type: none"> <li>• Animal Farm (Orwell)</li> </ul> </li> <li>• Murder on the Orient Express (Christie) <ul style="list-style-type: none"> <li>• Multiple Class Sets of Novels <ul style="list-style-type: none"> <li>• 1984 (Orwell)</li> </ul> </li> <li>• Brave New World (Huxley) <ul style="list-style-type: none"> <li>• The Giver (Lowry)</li> </ul> </li> </ul> </li> <li>• Multiple Literature and Non-Fiction anthologies</li> </ul>	Yes	0.0 %
Mathematics	<p>6-8th Grade:</p> <ul style="list-style-type: none"> <li>• Envision Math 2.0 - Pearson</li> <li>• Florida Learning Virtual School – California Edition</li> </ul> <p>9-12h Grade:</p> <ul style="list-style-type: none"> <li>• Big Ideas Math I and Math II by Houghton Mifflin</li> <li>• Florida Learning Virtual School – California Edition</li> </ul>	Yes	0.0 %
Science	<p>7th Grade:</p> <ul style="list-style-type: none"> <li>• California Middle School Science-Life (Prentice Hall) <ul style="list-style-type: none"> <li>• NIDA – The Brain</li> </ul> </li> <li>• Florida Learning Virtual School – California Edition</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>• California Middle School Science--Physical (Prentice Hall) <ul style="list-style-type: none"> <li>• NIDA – The Brain</li> </ul> </li> <li>• Florida Learning Virtual School – California Edition</li> </ul> <p>9-12th Grade:</p> <ul style="list-style-type: none"> <li>• Concepts and Challenges in Physical Science (Globe Fearon)</li> <li>• Concepts and Challenges in Life Science (Globe Fearon)</li> <li>• Concepts and Challenges in Earth Science (Globe Fearon) <ul style="list-style-type: none"> <li>• Life Skills Health (Pearson Publishing)</li> <li>• NIDA – The Brain</li> </ul> </li> <li>• Florida Learning Virtual School – California Edition</li> </ul>	Yes	0.0 %
History-Social Science	<p>7th Grade: California Middle School Social Studies (McDougal Littell)</p> <p>8th Grade: California Middle School Social Studies (McDougal Littell)</p> <p>10th Grade: Modern World History (McDougal Littell)</p> <p>10th Grade: World History Revised (Pearson Globe)</p> <p>11th Grade: History of our Nation: 1865 to Present (AGS)</p> <p>12th Grade: United States Government (AGS)</p> <p>12th Grade: Economics (AGS)</p> <p>Florida Learning Virtual School – California Edition</p>	Yes	0.0 %
Foreign Language	Florida Virtual Learning - French I & II; Spanish I & II	Yes	0.0 %
Health	<p>Life Skills Health (Pearson Publishing)</p> <p>Positive Prevention Plus, Sexual Health Education for America's Youth</p>	Yes	0.0 %

Visual and Performing Arts	Florida Virtual Learning - Visual Arts Appreciation, Drama, Music Appreciation	Yes	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: 1/5/2018*

### School Facility Conditions and Planned Improvements

The County Community programs are located in one building called the Tuolumne Learning Center. The Community High and Middle School are a seat-based, self-contained classroom. The Independent Study program uses the same rented facility where teachers work one-on-one with each student once or twice a week. No improvements are needed or planned at this time. All facilities have regular janitorial service. The restrooms are clean and well-maintained. District maintenance staff completes repairs in a timely manner.

*Last updated: 1/5/2018*

### School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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 2018

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## 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. 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); 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	15%	--	20%	25%	48%	48%
Mathematics (grades 3-8 and 11)	--	--	14%	12%	36%	37%

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: 1/5/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	31.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/5/2018*

**Career Technical Education Programs (School Year 2016-17)**

The Community School / ISP Program emphasizes core academic classes and credit recovery. We do not have the staff to offer dedicated CTE courses; however, CTE coursework is offered within the core academic classes and dual enrollment in the Community College CTE pathways programs is encouraged.

*Last updated: 12/27/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/27/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	--	--	--
9	--	--	--

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: 12/27/2017

## 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 2017-18)

Parents participate in an intake 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. 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).

# State Priority: Pupil Engagement

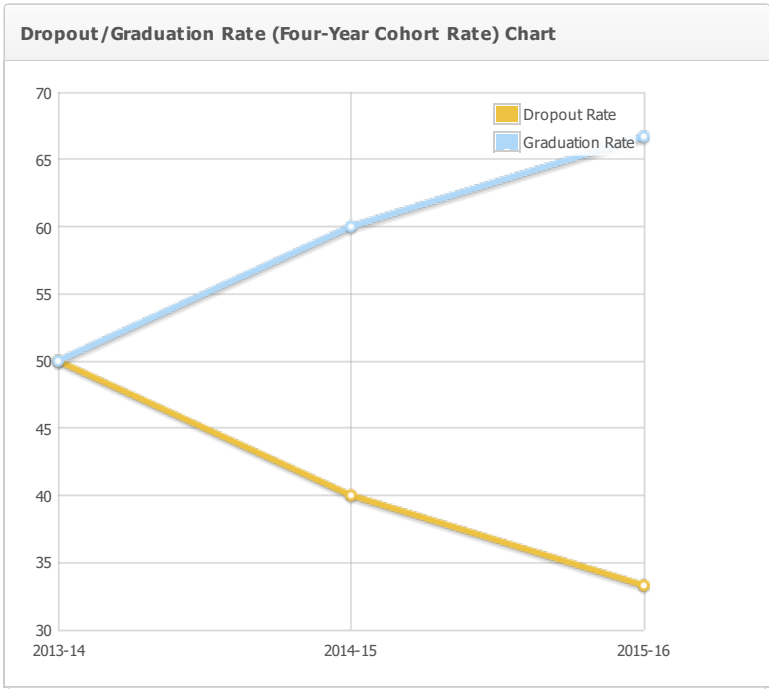
Last updated: 1/5/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	50.0%	40.0%	33.3%	40.0%	26.7%	25.0%	11.5%	10.7%	9.7%
Graduation Rate	50.0%	60.0%	66.7%	33.3%	33.3%	56.3%	81.0%	82.3%	83.8%





**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	76.5%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	66.7%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	84.6%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	87.5%	73.3%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	100.0%	37.5%	63.9%
Foster Youth	0.0%	100.0%	68.2%

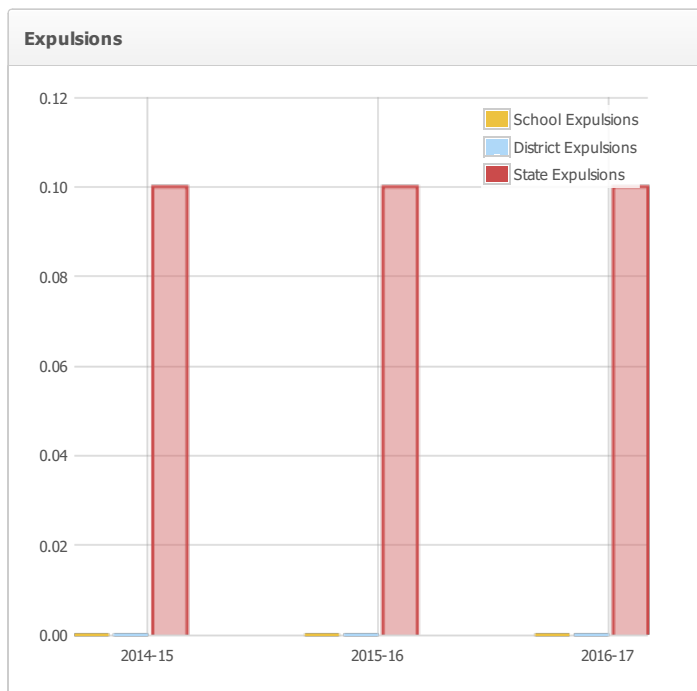
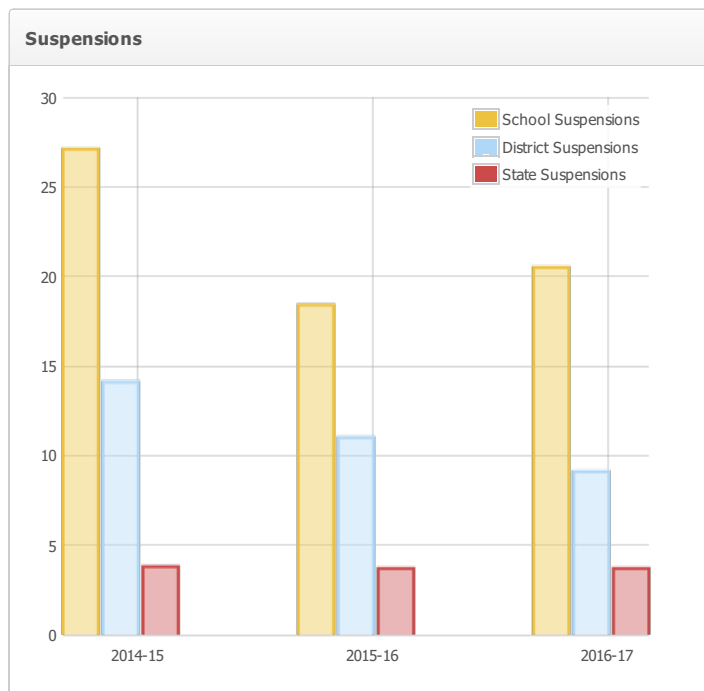
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	27.1%	18.4%	20.5%	14.1%	11.0%	9.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/27/2017

## School Safety Plan (School Year 2017-18)

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.

Link to School Safety Plan: <https://www.tcsos.us/wp-content/uploads/TCSOS-Comprehensive-School-Safety-Plan-2017.pdf>



### 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 2017-18)

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%

Last updated: 12/27/2017

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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			1									
Other												

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

Last updated: 12/27/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	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	0.0	1	0	0	2.0	12	0	0	3.0	8	0	0
Mathematics	0.0	1	0	0	2.0	6	0	0	4.0	2	0	0
Science	0.0	1	0	0	3.0	4	0	0	3.0	6	0	0
Social Science	0.0	1	0	0	4.0	6	0	0	3.0	8	0	0

\* 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: 12/27/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	20.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	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: 12/27/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20475.0	\$0.0	\$20475.0	\$60480.0
District	N/A	N/A	\$20475.0	\$60480.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	102.8%	200.0%

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

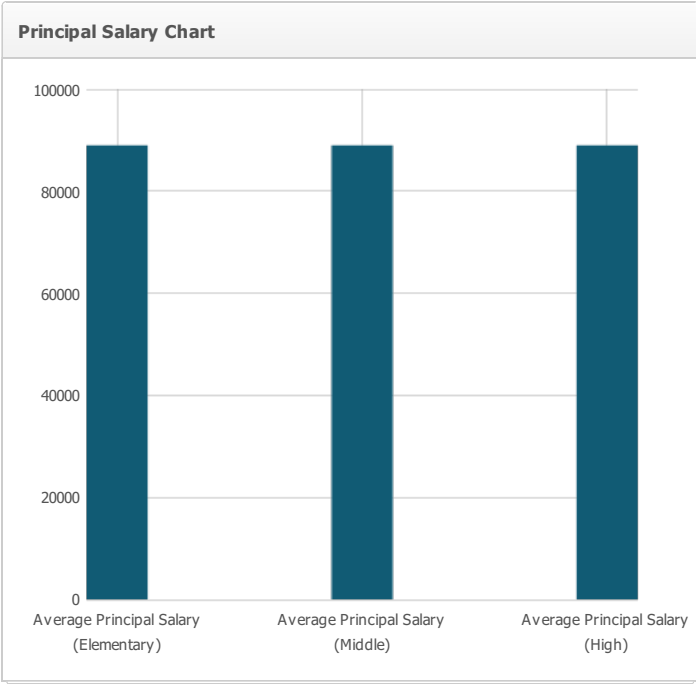
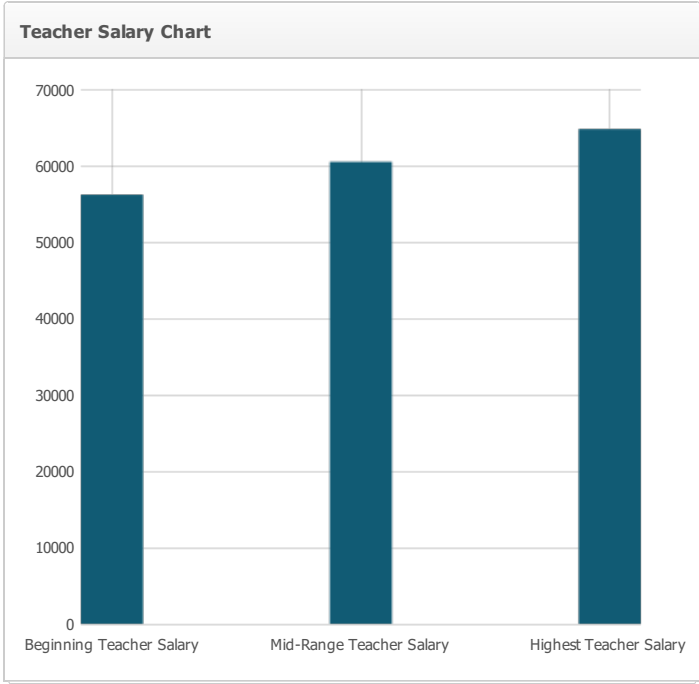
Last updated: 1/5/2018

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$56,187	\$
Mid-Range Teacher Salary	\$60,480	\$
Highest Teacher Salary	\$64,774	\$
Average Principal Salary (Elementary)	\$88,978	\$
Average Principal Salary (Middle)	\$88,978	\$
Average Principal Salary (High)	\$88,978	\$
Superintendent Salary	\$156,324	\$
Percent of Budget for Teacher Salaries	48.0%	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: 1/5/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

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: 1/5/2018*

**Professional Development**

We have a total of two teachers in our Community and ISP programs.. 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 this school year.

*Last updated: 1/5/2018*