Tuolumne County Special Education
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Tuolumne County Special Education
Street	175 Fairview Lane
City, State, Zip	Sonora, CA, 95370-4809
Phone Number	209-536-2044
Principal	Mayra Patey
Email Address	mpatey@tcsos.us
School Website	www.tcsos.us
Grade Span	P-12
County-District-School (CDS) Code	55105535530142

2024-25 District Contact Information

District Name	Tuolumne County Superintendent of Schools
Phone Number	(209) 536-2000
Superintendent	Zack Abernathy
Email Address	zabernathy@tcsos.us
District Website	www.tcsos.us

2024-25 School Description and Mission Statement

Tuolumne County Superintendent of Schools' Special Education Division facilitates high quality educational programs and services for students with special needs and training for parents and educators. TCSOS Special Education collaborates with county agencies and school districts to develop and maintain healthy and enriching learning environments in which students with special needs will benefit and become progressively more independent. Access to all programs is through the student's Individualized Education Plan (IEP) team at his/her home school. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

2024-25 School Description and Mission Statement

TCSOS Special Education is dedicated to the belief that all students can learn and that students with exceptional needs must be guaranteed equal opportunity to become contributing members of society. TCSOS Special Education facilitates high quality educational programs and services for students with special needs. Ongoing support and training for parents and educators is also provided. TCSOS Special Education students receive services in programs that include Early Start, Preschool, Independent Living Skills (ILS), Emotional Support (NeXus) and Transition. A wide variety of related services are provided from Speech and Language Pathologists, Occupational Therapist, School Nurses, Psychologists, Behaviorists, Vision/Orientation and Mobility Specialists and an Adapted Physical Education teachers.

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.

Inclusive and Structured Preschool classrooms provide multiple levels of support for preschool students with special needs. Preschool classrooms support and promote inclusion of TCSOS Special Education preschool students into Head Start, Transitional Kindergarten, Kindergarten and general education settings. TCSOS Special Education students in these classes receive additional support from highly-qualified special education teachers and paraprofessionals, who work alongside general education teachers and paraprofessionals with effective program implementation. Students attending TCSOS Special Education Structured Preschools benefit from specialized teachers and paraprofessionals, a specialized curriculum, and applied behavioral analysis techniques embedded in the preschool program. Low student-staff 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. Staff who support this program are also participating in the Supporting Inclusive Practices Grant as appropriate to ensure students receive services in the least restrictive environment. Staff receive ongoing training and support in the use of evidence-based practices in the area of Autism, behavior and social skill development.

Academics are addressed within these domains in order to allow students to 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. 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) with a focus on behavior. Classroom staff includes a teacher and an appropriate ratio of instructional assistants. The program is supported by an Educationally Related Mental Health (ERMHS) therapist and other related service providers, including a School Psychologist, Board Certified Behavior Analyst, and Registered Behavior Technician. Other specialized services are available based on student needs.

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.

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 provides a 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 to support a successful and productive adult life.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	2
Grade 3	4
Grade 4	4
Grade 5	1
Grade 6	4
Grade 7	3
Grade 8	4
Grade 12	7
Total Enrollment	32

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	21.9
Male	78.1
Hispanic or Latino	18.8
Two or More Races	6.3
White	75
Foster Youth	3.1
Homeless	3.1
Socioeconomically Disadvantaged	68.8
Students with Disabilities	100

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	39.03	5.80	40.70	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.85	1.00	6.99	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.85	1.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.50	11.05	12115.80	4.41
Unknown/Incomplete/NA	4.80	43.19	4.80	34.13	18854.30	6.86
Total Teaching Positions	11.30	100.00	14.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	17.95	5.70	35.19	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	12.05	1.00	6.48	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	12.05	1.30	8.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	20.19	11953.10	4.28
Unknown/Incomplete/NA	4.80	57.83	4.80	29.63	15831.90	5.67
Total Teaching Positions	8.30	100.00	16.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.60	41.81	5.70	42.93	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	3.76	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	31.80	2.10	15.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	18.12	11746.90	4.23
Unknown/Incomplete/NA	1.60	26.39	2.50	19.17	14303.80	5.15
Total Teaching Positions	6.20	100.00	13.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	2
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

During the 2023-24 School Year, staff and students piloted curriculum from the online provider Edmentum in the Nexus program, and these materials were board adopted in December, 2023. Teach Town materials were adopted in June, 2023 to be used in the ILS and Transition programs.

Year and month in which the data were collected	December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts, including the English language development component of an adopted program: 1st-5th Grade: Journeys by Houghton Mifflin TeachTown Encore Elementary Edmentum 6th-8th Grade: Journeys by Houghton Mifflin – 6th grade only California Collections by Houghton Miffline--7th and 8th grade Study Sync – McGraw Hill – 7th and 8th grades only Edmentum TeachTown Encore Middle 9-12th Grade: (not applicable in 2024-25) Study Sync – McGraw Hill Edmentum	Yes	0
Mathematics	1st -5th grade: Envision Math 2.0 - Pearson Edmentum TeachTown Encore Elementary 6th-8th Grade: Envision Math 2.0 - Pearson TeachTown Encore Middle Edmentum 9th-12th Grade: (not applicable in 2024-25)	Yes	0

	Big Ideas Math I and Math II by Houghton Mifflin Florida Learning Virtual School – California Edition		
Science	1st-5th Grade: Amplify Science TeachTown Encore Elementary Edmentum 6th- 8th Grade: STEM Scopes TeachTown Encore Middle Edmentum 9th-12th Grade: (not applicable in 2024-25) Florida Learning Virtual School – California Edition All Grades: Project Wild (Council for Environmental Education) – supplemental	Yes	0
History-Social Science	1st-5th Grade: Studies Weekly TeachTown Encore Elementary Edmentum 6th Grade: Studies Weekly TeachTown Encore Middle Edmentum 7th Grade: TeachTown Encore Middle National Geographic--World History Edmentum 8th Grade: National Geographic--US History American Stories TeachTown Encore Middle Edmentum 9th-12th Grade: (not applicable in 2024-25) Florida Learning Virtual School – California Edition 10th Grade: TCI: History Alive, US through Industrialism(adopted 2021) 10th Grade: TCI: History Alive; World Connections (adopted 2021) 11th Grade: TCI: History Alive; Pursuing American Ideals (adopted 2021) 12th Grade: TCI: Government Alive; Power, Politics and You (adopted 2021) 12th Grade: TCI: Econ Alive; The Power to Choose (adopted 2021)	Yes	0
Foreign Language	Edmentum	Yes	
Health	Positive Prevention Plus, Sexual Health Education for America's Youth Edmentum	Yes	0
Visual and Performing Arts	Edmentum	Yes	

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

School Facility Conditions and Planned Improvements

Most TCSOS special education programs are located within participating school sites. Those sites provide support for maintaining facility safety, cleanliness and adequacy of the school facility. TCSOS Special Education host sites work in cooperation with TCSOS maintenance staff to complete timely repairs and maintain facilities. The Adult Transition Program is currently in a "stand-alone" site, and this site is maintained by TCSOS staff. Due to the multiple sites, more than one rating may be indicated from the FIT reports.

Year and month of the most recent FIT report	December, 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	35	16	20	46	47
Mathematics (grades 3-8 and 11)	0	24	2	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19	17	89.47	10.53	35.29
Female	--	--	--	--	--
Male	17	15	88.24	11.76	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	42.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	12	85.71	14.29	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	35.29

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19	18	94.74	5.26	23.53
Female	--	--	--	--	--
Male	17	16	94.12	5.88	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	28.57
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	23.53

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	7.41	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

2023-24 Career Technical Education Programs

In the 2024-25 school year, TCSOS is not operating special education programs at the high school level.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

All parents, guardians or caregivers are involved in the development of each students Individualized Education Plan (IEP). This process of planning, revising and monitoring the student IEP is vital to the success of each student receiving special education programming. Parent input is paramount to an effective process.

Parents are also invited to participate in the Community Advisory Council (CAC). The purpose of the Community Advisory Council 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 held every other month or more depending on CAC sponsored events and training activities. These meetings are open to the public; everyone is welcome to attend.

In addition to the CAC, parents from the TCSOS special education program are represented in the TCSOS Parent Advisory

2024-25 Opportunities for Parental Involvement

Committee. All parents, students, and community members may also attend the County Board and SELPA Board meetings.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	--	--	--	28.6	35.7	18.2	7.8	8.2	8.9
Graduation Rate	--	--	--	61.9	64.3	68.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	37	34	22	64.7
Female	--	--	--	--
Male	28	26	17	65.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	24	14	58.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	24	24	16	66.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	33	21	63.6

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

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	14.49	16.67	10.81	5.29	7.89	6.98	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.81	0.00
Female	0.00	0.00
Male	14.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.50	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	16.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

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

2024-25 School Safety Plan

Preschool and school-aged programs are located at various schools in Tuolumne County and are included in the school safety plans at each school site in which they are located. The Adult Transition Program is located in a separate facility. The emergency plan and procedures are reviewed prior to start of school and all schools and programs 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. 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

2024-25 School Safety Plan

County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The Tuolumne County Superintendent of Schools Office (TCSOS) desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. TCSOS encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The school/program sites shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution and positive behavior support techniques. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school/program site. The Tuolumne County Superintendent of Schools or designee may initiate campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

The Comprehensive School Safety Plan for TCSOS Schools and Programs was approved by the Tuolumne County Board of Education on February 5, 2024.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	2	1		
6	2	1		
Other	5	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	2	1		
6	1	1		
Other	8	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	2	1		
6	2	1		
Other	5	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,435.00	11,435	0	96,348
District	N/A	N/A	17,398	93,280
Percent Difference - School Site and District	N/A	N/A	-200.0	3.2
State	N/A	N/A	$10,771	95,160
Percent Difference - School Site and State	N/A	N/A	-200.0	1.2

Fiscal Year 2023-24 Types of Services Funded

TCSOS Special Education and the Tuolumne County SELPA provide a variety of supports and services to students in both district and county-run programs. All services provided through TCSOS Special Education are designed to increase the access to high quality instruction for students with special needs in Tuolumne County. Services are provided to students through their Individualized Education Plan (IEP) and include but are not limited to:

- speech
- occupational therapy
- school psychological services and testing
- counseling
- adaptive physical education
- behavior intervention services
- social skills
- nursing and health services

In addition to direct services, specialists in these areas are available to consult with staff and parents participating in both district and county programs as needed to ensure student success.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	52,342	54,967
Mid-Range Teacher Salary	76,667	82,361
Highest Teacher Salary	100,990	109,755
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

All teachers access professional development based upon their unique assignments, interest for professional growth, and plans developed with their supervisors. Teachers have access to weekly professional development time on their assigned sites that is divided between collaboration with districts and program planning/ training. Monthly, teachers attend professional development at the TCSOS office presented by the program specialists, the behavior team, and outside providers as appropriate. In addition, teachers have access to funds through the department to attend training, conferences, and collaborative events both in and out

Professional Development

of county as appropriate to support excellent instruction and service to students with in the TCSOS special education programs. The TCSOS STEM and Math Coordinators are available to provide professional development.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4