

Tioga High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

| | |
|--|---------------------------|
| School Name | Tioga High School |
| Street | 19304 Ferretti Rd. |
| City, State, Zip | Groveland, Ca, 95321-9338 |
| Phone Number | 209-962-4763 |
| Principal | Jeff McFarland |
| Email Address | jmcfarland@bofg.org |
| School Website | www.bofg.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 55751845530076 |

2025-26 District Contact Information

| | |
|-------------------------|--------------------------------|
| District Name | Big Oak Flat-Groveland Unified |
| Phone Number | 209-962-5765 |
| Superintendent | Jeffrey J. McFarland |
| Email Address | jmcfarland@bofg.org |
| District Website | www.bofg.org |

2025-26 School Description and Mission Statement

At the High Schools of BOFG USD, our vision is to prepare students for a successful transition to higher education and beyond. We aim to offer a comprehensive academic program that meets the diverse needs of all students in a safe and nurturing environment. Our success relies on employing highly qualified and trained staff and fully implementing an effective curriculum supported by skilled administrators.

MISSION STATEMENT:

Our district's mission is to ensure quality education for each student in a safe environment, preparing students academically, socially, and ethically to be lifelong learners and responsible citizens.

Students build a strong academic foundation while nurturing curiosity, critical thinking, and problem-solving skills. They pursue excellence, continuously learn, and embrace new experiences without fear. The school community, including staff, parents, and local members, promotes a safe and respectful environment. We achieve our goals through wise resource use and foster integrity in communication. Our visionary leaders support student success, valuing community involvement, local history, and global connections.

To fulfill our mission, we will:

- Educate the whole child with dignity, respect, and responsibility.
- Maintain a safe and healthy environment.
- Ensure fiscal responsibility.
- Support staff and students.
- Meet or exceed state standards for K-12 programs.
- Recruit and retain high-quality staff.
- Recognize the importance of a clean and safe learning environment.
- Foster teamwork based on respect and trust.

Graduates will:

1. Employ critical thinking skills to analyze information and solve real-world problems effectively.
2. Make informed and responsible decisions that align with their personal and professional aspirations.
3. Exhibit respect for diverse perspectives, demonstrate personal accountability, and cultivate self-respect and acceptance of

2025-26 School Description and Mission Statement

others, thereby contributing positively to their communities.

Tioga High School is a small, rural comprehensive high school located in the Sierra Nevada Mountains near the north gate of Yosemite National Park. The community is fortunate to have a well-staffed college prep program with highly qualified teachers.

With an approximate student population of 50 and a teaching staff of 5 full-time equivalents, including a .2 RSP teacher and one full-time PE teacher, the teacher-to-student ratio is roughly 8:1. In addition, the school has a Full-time principal, full-time secretary, full-time custodian/maintenance worker, and a behavioral counselor available at school one day a week.

The student population is not ethnically diverse; roughly 92% of our student body qualifies for free and reduced lunches. In addition to the academic and vocational programs students can select from, the school also includes various activities, clubs, and sports programs to round out their overall school experience. Enrichment activities include Academic Decathlon, Mock Trial, Leadership, ASB, CTE courses, Dual Enrollment with Columbia College, Credit Recovery, and FFA competitions and events.

THS Graduates will: 1. Use their critical thinking skills to solve real-life problems and analyze information. 2. Make responsible decisions that support their personal goals. 3. Respect diverse points of view, act responsibly, and demonstrate self-respect and acceptance of others while making a positive impact in their community

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 8 |
| Grade 10 | 17 |
| Grade 11 | 9 |
| Grade 12 | 15 |
| Total Enrollment | 49 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49 |
| Male | 51 |
| American Indian or Alaska Native | 4.1 |
| Black or African American | 2 |
| Hispanic or Latino | 6.1 |
| Native Hawaiian or Pacific Islander | 2 |
| White | 83.7 |
| English Learners | 2 |
| Homeless | 6.1 |
| Socioeconomically Disadvantaged | 51 |
| Students with Disabilities | 12.2 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.5 | 72.86 | 16 | 64.56 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 4.02 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 1.02 | 2.7 | 10.89 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.2 | 4.69 | 0.6 | 2.53 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 21.02 | 4.4 | 17.96 | 15831.9 | 5.67 |
| Total Teaching Positions | 4.9 | 100 | 24.8 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.7 | 65.17 | 14.5 | 63.86 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 4.39 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.7 | 13.1 | 3.2 | 14.04 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.1 | 20 | 3.4 | 14.91 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.1 | 1.72 | 0.6 | 2.76 | 14303.8 | 5.15 |
| Total Teaching Positions | 5.8 | 100 | 22.8 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.8 | 65.29 | 12.6 | 47.52 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3 | 11.28 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 13.35 | 3.9 | 15 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.6 | 21.36 | 6.9 | 26.17 | 13705.8 | 4.91 |
| Total Teaching Positions | 7.4 | 100 | 26.6 | 100 | 278927.1 | 100 |

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0.7 | 1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.7 | 1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.10 | 0 | 0 |
| Local Assignment Options | 0.00 | 1.1 | 0 |
| Total Out-of-Field Teachers | 0.20 | 1.1 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 35.7 | 6.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to the following materials

| | |
|--|---------|
| Year and month in which the data were collected | 10/2025 |
|--|---------|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|--|
| Reading/Language Arts | Holt Literature & Language Arts 3,4,5,6 9-12 ERWC (Expository Reading & Writing Course) CSUS (2013) Revised editions: 2019-2020 9-12 Movies as Literature (2002) Serial Podcast 9-12 Class Novels used for all grade levels 9-12 Poetry Units including Poetry Out Loud | 0 |
| Mathematics | Math 180- Houghton Mifflin Harcourt Foundations in Personal Finance- Ramsey Math 9-12 Integrated Mathematics I, II, III, Houghton Mifflin Harcourt (2015) Math 9-12 Algebra 1, 2, and 3, McGraw Hill (2019) Consumer Math- Prentice Hall | 0 |
| Science | Intro to Horticulture- Cengage Ag Biology – Biology, Pearson (2010) *All AG science curriculum supported by Agricultural Education FFA Online textbooks | 0 |
| History-Social Science | 10- World History- History Alive World Connections-TCI (2020) 11- US History- History Alive Pursuing American Ideals-TCI (2024) 12- Econ Alive: Power to Choose-TCI 2020 12- Government Alive: Power Politics, and You-TCI 2020 | 0 |
| Foreign Language | VOCES Digital | 0 |
| Health | HealthSmart, ETR, Positive Prevention Plus Sexual Health Education - NHES, Stanford anti-vaping materials | 0 |
| Visual and Performing Arts | Musical instruments | 0 |
| Science Laboratory Equipment (grades 9-12) | Ag Biology lab materials ordered as needed | 0 |

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

School Facility Conditions and Planned Improvements

The maintenance dept reviewed the site and found that operations were in fair to good condition

Year and month of the most recent FIT report

December 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | trim, floor tiles replaced, screen |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | | X | Summer |
| Electrical | | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | vent covers, door repairs, light covers |
| Safety: Fire Safety, Hazardous Materials | | X | | storage in electrical room cleaned out, sound room as well |
| Structural: Structural Damage, Roofs | | | X | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | debris cleared room 8/10, recycle trailer, |

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 31 | | 33 | 25 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 6 | | 17 | 10 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 18.52 | 13.04 | 12.99 | 10.34 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 24 | 23 | 95.83 | 4.17 | 13.04 |
| Female | 14 | 13 | 92.86 | 7.14 | 0.00 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 19 | 95.00 | 5.00 | 15.79 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | 12 | 92.31 | 7.69 | 8.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 Career Technical Education Programs

Tioga High School offers the following CTE Programs:

Ag Horticulture, Ag Biology, Ag Mechanics, , Ag Earth Science, Ag Computer Science, Forestry and Natural Resources,

These CTE programs are integrated into the A-G course offerings as an elective course. They meet the rigorous requirements of A-G and support in meeting high school A-G requirements for admission into a college or university.

These programs are measured by ensuring all students meet the minimum requirements of safety through the use ServeSafe for Culinary Arts and OSHA for Agricultural classes.

CTE credentialed teachers provide instruction for the majority of courses. One course is offered by a science credentialed teacher. CTE advisory meetings are held twice a year for AgriScience pathways utilizing industry partners and key community stakeholders.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 47 |
| 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 | |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 97.96 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 100 | 100 | 100 | 100 | 100 |

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Tioga High School has a Student Leadership Program to allow parents to assist with student activities and programs. Another opportunity for parent involvement is on the School Site Council. The Tioga School Site Council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. For

2025-26 Opportunities for Parental Involvement

example, parents elect the parent representatives and teachers elect teachers. Parents are always welcome to volunteer to assist with any program at the school and providing chaperone assistance on field trips. Please call Tioga High School at (209) 962-4763 for more information and school schedules. Parents can also reach the school via Social Media on Facebook and Instagram (Tioga High). The school primarily uses Parent Square to communicate with students, staff and families.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 27.8 | 9.1 | 12.5 | 25.7 | 20.8 | 13 | 8.2 | 8.9 | 8 |
| Graduation Rate | 61.1 | 90.9 | 87.5 | 68.6 | 79.2 | 87 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 16 | 14 | 87.5 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| 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 | 14 | 12 | 85.7 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 9 | 81.8 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 55 | 52 | 25 | 48.1 |
| Female | 28 | 25 | 10 | 40.0 |
| Male | 27 | 27 | 15 | 55.6 |
| 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 | 46 | 43 | 19 | 44.2 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 31 | 29 | 15 | 51.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.85 | 3.33 | 3.64 | 3.83 | 1.37 | 1.28 | 3.6 | 3.28 | 2.94 |

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

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.64 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 7.41 | 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 | 2.17 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 6.45 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

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

2025-26 School Safety Plan

The School Safety Plan is reviewed and updated annually at the beginning of each school year. The District adopted A.L.I.C.E. (Alert, Lockdown, Inform, Counter and Evacuate) protocol. Staff and students are trained yearly using the ALICE model. The safety of student sand staff is of the utmost importance at Tioga high School. The school no longer has access to a school resource office do to county staff shortages, though we are seeing in increase in community-oriented police patrols. The school provides students with educational information or internet safety, as well as drug and alcohol abuse. Staff members utilize radios for communication in addition to classroom phones and the PA systems. Visitors register at the the office prior to visiting any classrooms and students are required to sign in and out at the office. Safety drills are conducted as required and staff are continuously working on improving the efficiency of drills. he Big oak Flat-Groveland Unified School District Governing Board approved the comprehensive district wide safety plan in January of 2023. The current safety plan is located on our website at www.bofg.org Tioga High School is currently in the process of updating ALICE training for all staff and students.

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 | 6 | 7 | 0 | 0 |
| Mathematics | 10 | 3 | 0 | 0 |
| Science | 9 | 3 | 0 | 0 |
| Social Science | 13 | 3 | 0 | 0 |

2023-24 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 8 | 6 | | |
| Mathematics | 13 | 2 | 1 | |
| Science | 7 | 4 | | |
| Social Science | 11 | 4 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 9 | 5 | | |
| Mathematics | 9 | 4 | | |
| Science | 18 | 1 | | |
| Social Science | 14 | 3 | | |

2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2024-25 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 28.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$23,989 | \$50.36 | \$18,953 | \$66,215 |
| District | N/A | N/A | \$7080 | \$71,645 |
| Percent Difference - School Site and District | N/A | N/A | 91.2 | -7.9 |
| State | N/A | N/A | \$11,146 | \$86,335 |
| Percent Difference - School Site and State | N/A | N/A | 51.9 | -26.4 |

Fiscal Year 2024-25 Types of Services Funded

Tioga High School has a large population of low income students and therefore is a Title I school. The Site receives federal funding in order to provide services for our students educational needs. The site provides after school tutoring/study hall available 4 days a week with transportation available if needed. ELOG and ESSR funding have been used to provide summer school, credit recovery courses and social-emotional support with the addition of a crisis counselor at least one day per week.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53,662 | \$54,773 |
| Mid-Range Teacher Salary | \$75,122 | \$78,981 |
| Highest Teacher Salary | \$89,650 | \$117,337 |
| Average Principal Salary (Elementary) | | \$128,425 |
| Average Principal Salary (Middle) | | \$137,947 |
| Average Principal Salary (High) | \$113,070 | \$138,809 |
| Superintendent Salary | \$163,264 | \$176,162 |
| Percent of Budget for Teacher Salaries | 25.39% | 24.71% |
| Percent of Budget for Administrative Salaries | 4.61% | 5.91% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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

Annually staff are provided in-service training before the school year begins and at least two afternoons a month on early release Fridays. Recent topics include NWEA assessment training, school safety, policies and procedures, social-emotional learning, MTSS, and professional learning communities. The District and site select in-service topics based on need, new curriculum or state mandates. These trainings have included Human Trafficking, anti-bullying, suicide prevention and gender identity.

The District supports and encourages staff to participate in professional development opportunities at the county, region, state and national levels. At the site we also encourage book studies and sharing of information gained from attending various professional development opportunities.

All of the District and site in-services were given by designated speakers with the assistance of power points hand-outs or hands on activities. Regular staff meetings are held to discuss MTSS, RTI, SEL and behavior or academic supports. They reflect on discipline referrals, assessment scores and attendance data for each student to evaluate what is working and make adjustments to things that are not working. Administration follows up with students, staff and parents as needed to ensure all students are successful..

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 1 |