# Tioga High
## School Accountability Report Card
## Reported Using Data from the 2018-19 School Year
### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

### 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.

## About This School

### School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|---|---|
| School Name | Tioga High |
| Street | 19304 Ferretti Rd. |
| City, State, Zip | Groveland, Ca, 95321-9338 |
| Phone Number | 209-962-4763 |
| Principal | Ryan Dutton |
| Email Address | rdutton@bofg.org |
| Website | www.bigoakflatgrovelandusd.org |
| County-District-School (CDS) Code | 55751845530076 |

| Entity | Contact Information |
|---|---|
| District Name | Big Oak Flat-Groveland Unified |
| Phone Number | 209-962-5765 |
| Superintendent | Wynette Hilton |
| Email Address | whilton@bofg.org |
| Website | www.bigoakflatgrovelandusd.org |

## School Description and Mission Statement (School Year 2019-20)

The mission of our district is to provide each student a
quality education in a safe and healthful learning environment. To achieve our mission we will:

· Make decisions and policies that support our mission

· Instill dignity, respect, responsibility, and tolerance, while educating the whole child

· Maintain a safe and healthful environment

· Be fiscally responsible

· Be supportive of staff and students

· Provide the structure and support for K-12 articulated programs that meet or exceed state standards

· Recruit and retain quality staff

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 a student population of approximately 60 and a teaching staff of 5 full-time equivalent the teacher to student ratio is roughly 12:1. In addition the school also has a ¼ time counselor, full-time teaching principal, full-time secretary, full-time aide, full-time custodian/maintenance worker, and a behavioral counselor available at school one day a week.

The student population is not ethnically diverse; however, about 55% of our student body qualify for free and reduced lunches. Recently, Tioga went through a WASC accreditation review and was granted the maximum six year extension. The accreditation review in 2015 provided Tioga High School with another six years of being an accredited school. Besides the academic and vocational programs students can select from, the school also includes a variety of activities, clubs, and sports programs to round out their overall school experience.

## Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 14 |
| Grade 10 | 13 |
| Grade 11 | 14 |
| Grade 12 | 14 |
| Total Enrollment | 55 |

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| American Indian or Alaska Native | 1.8 |
| Filipino | 3.6 |
| Hispanic or Latino | 16.4 |
| White | 65.5 |
| Socioeconomically Disadvantaged | 58.2 |
| Students with Disabilities | 7.3 |
| Homeless | |

# A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| With Full Credential | 6 | 5 | 5 | 24 |
| Without Full Credential | 0 | 1 | 1 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 0 |

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** 12/2019

All students have access to the following materials

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Mathematics** | Big Ideas Integrated Math 1,2, and 3 | | |
| **Science** | Discovery - National Geographic Online (Ipad access) | | |
| **History-Social Science** | Discovery Online/Text: Students receive Ipads 1-to-1 for entire school year with textbooks downloaded to the computers | | |

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

### School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Poor | Maintenance schedule during summer months is to pay attention to these interior surfaces by painting and assessing necessary repairs. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Fair | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | Fair | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy (grades 3-8 and 11)** | 21 | 55 | 35 | 41 | 50 | 50 |
| **Mathematics (grades 3-8 and 11)** | 0 | 0 | 18 | 18 | 38 | 39 |

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

Note: 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.

### CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 14 | 11 | 78.57 | 21.43 | 54.55 |
| **Male** | -- | -- | -- | -- | -- |
| **Female** | -- | -- | -- | -- | -- |
| **Black or African American** | | | | | |
| **American Indian or Alaska Native** | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| English Learners | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 14 | 11 | 78.57 | 21.43 | 0.00 |
| Male | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| English Learners | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students
## Grades Five, Eight, and Ten
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

Tioga High School offers the following CTE Programs:

- Culinary Arts

- Medical Careers

- Plant & Soil Science

- Robotics - games & simulation

These CTE programs are integrated with academic courses in that they are academic themselves, following a solid, updated curriculum to prepare them for the working world in that specific area.

Measurables include Safe Serve test in Culinary Arts as well as the test for students to earn college credits for the course at the end of the year. Medical Careers students take part in the County Occupational Olympics each year, giving them a measureable against other programs.

Karen Seals teachers 2 of our 4 CTE courses and industries represented are Culinary Arts and Medical Careers while our math & science teachers take on robotics and plant & soil science.

## Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 41 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 55.6 |

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 18.18 |

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

| Grade *Level* | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 9 | 14.3 | 50.0 | 14.3 |

Note: 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.

# C. Engagement

## State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

## Opportunities for Parental Involvement (School Year 2019-20)

Tioga High School has a Student Booster Program to allow parents to assist with student activities and athletic 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 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 (tioga.high) and Instagram (@twolvespride). The school also uses the Remind app for communication between school and home, and it can be joined at tioga hi on the app.

## State Priority: Pupil Engagement

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

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

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

| Indicator | School 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | -- | 6.3 | 0 | 16.7 | 3.7 | 9.5 | 9.7 | 9.1 | 9.6 |
| **Graduation Rate** | -- | 87.5 | 100 | 79.2 | 85.2 | 85.7 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

## State Priority: School Climate

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

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

## Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 13.8 | 4.8 | 9.2 | 8.3 | 4.2 | 8.2 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan (School Year 2019-20)

The School Safety Plan is reviewed and updated each year. As of the 13/14 school year a revised plan includes A.L.I.C.E. (Alert, Lockdown, Inform, Counter and Evacuate) protocol incorporated into all plans. A.L.I.C.E. training began in our District on 1/6/14 for all staff. The key elements in the plan are to follow the basic steps but when information is available to be able to make the best decision based on your location and situation for the benefit of the students. A school resource officer has been provided to the district beginning in the 2018-19 school year by Tuolumne County Sheriff's Office, she spends at least one day a week at Tioga High. Safety drills are completed as required.

Tioga High, as of 11/2019, has completed ALICE review and updated training's for staff and students as well as two days of "live" active intruder scenarios.The school has also upgraded their wireless communication and security cameras on campus.

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

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 6 | 12 | | | 5 | 11 | | | 11 | 5 | | |
| Mathematics | 5 | 6 | | | 5 | 6 | | | 10 | 4 | | |
| Science | 5 | 8 | | | 9 | 5 | | | 11 | 5 | | |
| Social Science | 13 | 3 | | | 10 | 4 | | | 13 | 3 | | |

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

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---|---|
| Academic Counselors* | 137.5 |

*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.

## Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $15916 | $2,670 | $13,246 | $64,610 |
| District | N/A | N/A | $4,490 | $62,508.00 |
| Percent Difference - School Site and District | N/A | N/A | 98.7 | 5.4 |
| State | N/A | N/A | $7,506.64 | $64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | 32.8 | 1.2 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded (Fiscal Year 2018-19)

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 3 days a week with transportation available if needed.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $46,743 | $43,574 |
| **Mid-Range Teacher Salary** | $57,707 | $63,243 |
| **Highest Teacher Salary** | $77,605 | $86,896 |
| **Average Principal Salary (Elementary)** | $95,028 | $103,506 |
| **Average Principal Salary (Middle)** | $0 | $108,961 |
| **Average Principal Salary (High)** | $91,585 | $108,954 |
| **Superintendent Salary** | $43,755 | $136,125 |
| **Percent of Budget for Teacher Salaries** | 29% | 30% |
| **Percent of Budget for Administrative Salaries** | 7% | 6% |

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

## Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | | N/A |
| **English** | 1 | N/A |
| **Fine and Performing Arts** | | N/A |
| **Foreign Language** | | N/A |
| **Mathematics** | | N/A |
| **Science** | | N/A |
| **Social Science** | | N/A |
| **All courses** | 1 | 14.8 |

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

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

## Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 2 | 2 |

Annually we provide in-service training before the school year begins and at least two afternoons a month on early release Fridays. Recent  topics included NGSS Phenomena, school safety, STEAM, best math practices,mindfulness, PBIS, inclusion, and social-emotional needs. The district selects in-service topics based on need, new curriculum or state mandates. These training's have included Human Trafficking, anti-bullying and Suicide prevention.

The District supports and encourages our staff  to participate in professional development at district, county, region and state levels. The platform for professional development varies from book study at the local level, after-school or summer workshops at the county, and conferences in the region or state level. In the last year, staff has attended professional development for STEAM, math, Positive Behavior Intervention Supports, special education, art therapy, ELPAC and foster youth services.

All of the District in-services were given by  designated speakers with the assistance of power points, hand-outs or hands on activities.