

Table Mountain

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Table Mountain
Street	41 County Center Drive
City, State, Zip	Oroville
Phone Number	5305325688
Principal	Karen Stiles
Email Address	kstiles@bcoe.org
Website	http://tablemountain.bcoe.org/
County-District-School (CDS) Code	04100410430066

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Butte County Office of Education
Phone Number	(530) 532-5761
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
Website	www.bcoe.org

School Description and Mission Statement (School Year 2020-2021)

Table Mountain School provides a California standards-based educational program to all youth detained in Butte County Juvenile Hall with the exception of high school graduates. The Superintendent of Butte County Office of Education (BCOE) is the legal agent for administration of Table Mountain School.

State-adopted curriculum and instructional practices aligned with CA State Standards are used in all core classes including Math, English, Social Science, and Science. Students have one hour of Physical Education each school day. There are also opportunities for courses and activities which provide pre-employment skills, social skills, health, and fine arts. Educational programs are designed to meet the individual needs of all students while they are detained, using a balance of whole class, small group, and one-on-one instruction along with individualized and online learning in some academic classes.

Intervention in math and English and English language support in all subjects occur regularly based on individual student needs. Students who meet eligibility requirements for a high school equivalency exam are allowed time for preparation along with their regular school program that includes practice tests and individual tutoring during and after school hours. The HISET exam is administered by BCOE staff as needed. The Education Specialist provides academic support for all Students With Disabilities and conducts annual and triennial Individualized Educational Program (IEP) meetings in addition to change of placement IEP meetings as needed. Each of the two classrooms is staffed by a credentialed teacher with a maximum of 20 students in each class. One full-time instructional paraprofessional provides intervention and instruction support to the teachers and students. All staff prioritize Social Emotional Learning and personalized learning to ensure engagement the academic program.

The Senior Director of Alternative Education also serves as the Table Mountain Principal and is on-site regularly to support staff and students and provide guidance for policy decisions as needed. The program runs within the confines of a secure facility, with collaboration among probation staff and the juvenile hall management, focused on success for all students.

TMS Vision

Build relationships with students to promote social/emotional wellness, academic success and opportunities for positive participation in the community.

TMS Mission

Table Mountain School is an intensive interactive Professional Learning Community that provides students with:

Safe, Consistent, Nurturing Learning Environment

Academic Rigor

Preparation for College and Career

Social Emotional Learning embedded into core classes

Work Training Connections

Preparation for and administration of high school equivalency testing

Opportunities for Self Expression

School Goals:

Table Mountain School goals are as follows:

1. All TMS students will be prepared to transition successfully into subsequent educational levels and the workforce.
2. All TMS students will set and reach academic and vocational goals in an inclusive community of peers and educators.

School goals are aligned with the LEA goals, the BCOE Local Control Accountability Plan (LCAP) goals, the Student Services and Educational Support Division (SPES) Strategic Plan, the Western Association of Schools and Colleges (WASC) goals and School Plan for Student Achievement (SPSA) goals. Student achievement data is used to monitor progress on annual goals for all school accountability plans. Progress on goals is also monitored regularly by school site Professional Learning Communities (PLC), School Site Council (SSC) and all stakeholders. Measures include attendance, grades, credits earned, graduation rates, placement in subsequent education programs and job placements. Career Technical Education includes a Welding course and career exploration activities.

COVID-19 AND WILDFIRES

The LEA has been impacted by school closures multiple years in a row. The county's first experience with closures was during the Oroville Dam crisis in 2017-2018, then the Paradise Camp Fire in 2018-2019 and now the COVID-19 Pandemic in 2019-2020 and both the pandemic and the Bear Fire impacting Oroville, CA and surrounding communities in Butte County.

Each spring, LEA administration and site principals work diligently to compile the annual data driven Needs Assessment to begin budgeting for the Annual LCAP. Ultimately, the best designed plans are impacted by these ongoing closures. Additionally, grant funding made available after the fact, or in large sums with a short-time period to spend offset recovery costs associated with the closures, and also can create budgeting conflicts with other restricted funding sources. Additionally, recovery efforts from the dam crisis, the wildfires fires and now COVID-19, have left many students, staff and families emotionally and physically exhausted. Due to ongoing closures, the LEA continues to direct funding to support trauma responsiveness, social emotional well-being, as well as increase the focus on improving student engagement, as determined in a root cause analysis Winter 2019.

Additionally, BCOE students and families have been impacted in the following ways:

1. Juvenile Hall is permitting the two Table Mountain School (TMS) teachers into the classrooms intermittently since October 19, 2020 based on the dynamic nature of the COVID-19 virus. Support staff have been working with students virtually since March 2020. Students must work independently more often. Teachers and support staff meet with students individually via zoom in the counseling room located in each pod, as Juvenile Hall staff are available to accommodate. Zoom presentations in the classroom from March through mid-August 2020 were allowed using only one way video. The TMS principal, in collaboration with the Superintendent of Juvenile Hall, developed a protocol for two-way zoom presentations to deliver a more robust instructional program for distance learning. Since the beginning of the Fall 2020 semester two way zoom video has been allowed with specific requirements in place to safeguard student privacy rights.
2. Butte County has one of the highest rates of adverse childhood trauma/experience(ACEs) in the State. For many students, attending school is one of the most positive components of their day. Ongoing school closures for unexpected emergencies each year has taken a toll on the mental health of students and families.

Staff have also been greatly affected by the ongoing trauma to both self and others in Butte County in recent years and are learning to navigate how to best meet their own needs while also supporting to the students and families served.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	2
Grade 11	2
Grade 12	10
Total Enrollment	14

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	7.1
Hispanic or Latino	21.4
White	57.1
Two or More Races	7.1
Socioeconomically Disadvantaged	100
English Learners	7.1
Students with Disabilities	14.3
Foster Youth	21.4
Homeless	14.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	2	2	49
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	20

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All curriculum is from the most recent adoption. Percent of students lacking their own assigned curriculum is 0%.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature June 2004 McDougal-Littell Language of Literature June 2005 Prentice Hall Timeless Voices, Timeless Themes June 2005 Wright Group Fast Track Intervention Reading May 2007 Edgenuity Online Curriculum	Yes	0
Mathematics	Glencoe Geometry: Concepts and Applications June 2005 Prentice Hall Algebra 2 w/ Trigonometry June 2005 Carnegie, National Math Series, Course 1, 2, 3 Carnegie, National Math Series, Integrated Math 1 September 2014 Carnegie, National Math Series, Integrated Math 2 April 2015 Houghton-Mifflin Math Expressions September 2014 Edgenuity Online Curriculum	Yes	0
Science	Delta Education FOSS May 2007 Glencoe/McGraw-Hill California Science June 2005 McGraw-Hill Science June 2005 Macmillan/McGraw-Hill California Science May 2007 Holt, Rinehart & Winston Earth Science, CA Edition May 2003 Prentice Hall Focus on Earth Science, CA Edition June 2006 Holt, Rinehart & Winston Life Science, CA Edition May 2003 Prentice Hall Focus on Life Science, CA Edition June 2006 Holt, Rinehart & Winston Physical Science, CA Edition May 2003	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Prentice Hall Focus on Physical Science, CA Edition June 2005 Holt, Rinehart & Winston Holt California Physical Science June 2006 Glencoe/McGraw-Hill Focus On Series May 2007 Prentice Hall Science Explorer June 2006 Glencoe/McGraw-Hill Glencoe Biology May 2007 Prentice Hall Life Science June 2006 Holt Science & Technology: CA Edition June 2006 McDougal-Littel Earth Science June 2006 Globe Fearon Concepts & Challenges June 2005 Edgenuity Online Curriculum		
History-Social Science	Harcourt Publishers Reflections: California Series June 2006 Macmillan/McGraw-Hill California Vistas June 2006 Glencoe/McGraw-Hill Discovering Our Past June 2006 Oxford University Press Oxford CA History-Social Science Program May 2007 Glencoe/McGraw-Hill American Government, Democracy in Action June 2006 Glencoe World HistoryModern Times June 2006 Holt, Rinehart & Winston: Modern World History, The Human Journey 2006 Glenco Economics: Principles & practices June 2006 Glencoe/McGraw-Hill Economics: Today and Tomorrow June 2006 Globe Fearon World History June 2005 Edgenuity Online Curriculum	Yes	0
Foreign Language	Glencoe Buen Viaje! Spanish 1 June 2005 Glencoe Buen Viaje! Spanish 2 June 2005	Yes	0
Health	Macmillan/McGraw-Hill Health and Wellness June 2006 Glencoe/McGraw-Hill Teen Health June 2005 Globe Fearon Health June 2004 Glencoe Health and Wellness June 2005 Edgenuity Online Curriculum Positive Prevention Plus 2016	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Positive Prevention Plus and Edgenuity courses address the requirements for Sex Ed Curriculum.		
Visual and Performing Arts	Glencoe Art In Focus May 2007 Glencoe/McGraw-Hill Music! It's Role & Importance in Our lives Feb 2010 Glencoe Creating and Understanding Drawings May 2007 Glencoe Art Talk May 2007 Perfection Learning Basic Drama Projects May 2008	Yes	0

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

School Facility Conditions and Planned Improvements

The Juvenile facility, including the school, is inspected for safety and security no less than monthly by the Butte County Juvenile Hall management. As a government operated facility the building is inspected annually by Butte County General Services. The Fire Marshall conducts an inspection every two years, as does the Board of State and Community Corrections (BSCC). The Juvenile Justice Commission and the Butte County Grand Jury inspect the facility/school annually. The kitchen and the building are inspected by Environmental Health every 6 months and the medical unit inspected by the Public health physician annually.

The condition of the facility is exemplary overall. There is sufficient classroom, recreation and staff space to support teaching and learning. The classrooms are separate from the living units. The door to the school room in each unit is locked after school hours. Within each classroom there are locking cupboards and a locked storage closet. The school is always clean and safe and is inspected on a regular basis by instructional staff and probation staff for any unseen maintenance or safety issues. The environment is very conducive to learning and provides ample space for a variety of classroom projects. The facility provides both a gymnasium and outdoor field and court area for physical education classes. These areas are inspected daily by Juvenile Hall Counselors for any hazards, safety or security issues. Youth who are wards in the building provide the daily clean up, maintenance, both in and out of the classroom using a reward system created by the probation staff. For larger maintenance needs, both on the recreation field or in the classrooms, school staff follows our site work order procedure. If there is damage to the building, it is simultaneously recorded as a Butte County Maintenance and Operation work order. There are no restrooms within the school facility, but rather they are in the living units and individual rooms of the wards, and are not attended to by Butte County Office of Education (BCOE).

The two agencies have had a very successful cooperative relationship in attending any unforeseen maintenance issues. Generally, our policy has been if it is inside the classroom, BCOE will respond. If it is outside the classroom, Butte County Maintenance and Operations will respond.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	31	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
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	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

WELCOME LETTERS

Upon student enrollment parents receive a Welcome Letter which provides information about the school program, Aeries Gradebook, school contact information, and additional community resources available to them. The letter also provides information regarding testing and other required school activities. Notification of the Conference Request Procedure is included in the letter and a link to the Parent/Guardian Conference Request Form is located on the TMS website home page. Any parent may request a meeting with teachers, the Transition Specialist and/or the school principal while their student is enrolled at TMS. Parent conferences may occur during, before and after school hours at the juvenile hall or off campus in a public place in order to support families with transportation challenges. Subsequent to each conference the parent receives a follow-up letter from the principal outlining the Individual Learning Plan which includes educational challenges and goals and transition plans relevant to students' needs upon release from the Juvenile Hall. The principal then meets with the student and homeroom teacher to ensure the necessary supports are in place for student success.

ACADEMIC SUMMARY LETTERS

Upon enrollment and at the end of each grading cycle, an Academic Summary Letter provides information to all TMS families regarding their student's academic profile. The summary includes information on credits completed/needed and graduation requirements. Table Mountain School demonstrates care and supports student success in the weekly staff meetings which provide another vehicle for celebrating student success. Contact with parents includes phone calls home and Positive Post Cards mailed home. Calls home are logged in Aeries. Teaching staff and the Instructional Paraprofessional make contact with parents regularly. The Transition Specialists contacts families in order to support students applying for FAFSA, enrolling in community college or other post-secondary education programs, connections with potential employers and other transition support services. The Senior Administrative Assistant contacts families to inform them about upcoming Parent Events and graduation ceremonies.

PARENT-STUDENT HANDBOOK

The TMS handbook and Annual Notifications are available in the lobby at Juvenile Hall and also prominently displayed on the school's website. Parents have direct involvement in Individualized Educational Programs (IEP) meetings for students with disabilities, and in Student Study Team (SST) meetings for students in general education when appropriate. Parent conferences are encouraged and occur based on student and/or parent request. A collaborative effort among Butte County Juvenile Hall (BCJH), Boys and Girls Club of the North Valley (BGCNV) and Table Mountain School (TMS) is focused on a comprehensive approach to parent outreach and authentic two-way communication. Input on Parent Outreach strategies is discussed at School Site Council meetings. School Site Council consists of staff, students and stakeholders and meets regularly. Planning and implementation parent events for the school is part of the SSC work. Parents are contacted prior to School Site Council Meetings to encourage attendance and participation in school decision making process.

SITE EVENTS

Back to School Night, Open House and Graduation Ceremonies provide opportunities for families to meet and interact with school staff and celebrate student success. Due to the school being housed in the juvenile detention facility, it is challenging to create opportunities for families and school staff to interact. Our community partners are involved in the decision making and implementation of all parent events. The Back to School Night provides opportunities for staff to build relationships among students and families. TMS values our relationships with students, families and community partners. Back to School Night and Open House events provide families with an understanding of the resources available to their student and their families and showcase student work for parents. These events provide our most effective venue for two way communication and collecting input from parents and other family members regarding the school program.

CELEBRATIONS

Graduations are held twice a year at the BCOE Board Room for students who are eligible to leave the locked facility. Holding the graduation outside the Juvenile Hall allows attendance of a greater representation of friends and family members. For students who are not eligible to leave the facility graduation ceremonies are held in the Juvenile Hall visiting room and family members in attendance must be cleared by Juvenile Hall management to enter the facility.

Oversight for parent outreach and activities is provided by the Senior Director of Alternative Education who serves as principal at TMS. She can be contacted at 530-532-5688 or by email at kstiles@bcoe.org.

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 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
Dropout Rate	26.7	28.6	47.1	23.1	20.9	22.4	9.1	9.6	9
Graduation Rate	53.3	57.1	35.3	63.6	61.9	67.2	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.5	2.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	19.1	2.6
Expulsions	0.0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Butte County Office of Education is committed to providing safe, secure and nurturing environments for students, families and employees. BCOE last revised its Comprehensive Safe School Plan for all BCOE schools/programs in 2018 and is currently in process of updating this plan by our BCOE Director of Emergency Response and Preparedness. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

Annually, BCOE school staff complete online trainings in required areas.

At a minimum, all our policies and procedures comply with all state and federal laws related to:

- Documenting immunizations of new students
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire
- Developing emergency-response procedures
- Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens
- Assuring staff are trained and implement mandated child abuse reporting that conforms to current law
- Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent
- The adoption of a suicide prevention policy and training for staff
- Assuring that school buildings meet Fire Marshall approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements
- Establishing the school as a drug, alcohol and tobacco free workplace
- Maintaining annually reviewed Site Safety Plans
- Compliance with the Americans with Disabilities Act

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	4	9			2	10			5	3		
Mathematics	4	7			3	6			2	5		
Science	6	6			4	5			5	4		
Social Science	4	10			3	6			2	11		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	27,556	5,003	22,553	66,383
District	N/A	N/A	3,789	67,653
Percent Difference - School Site and District	N/A	N/A	142.5	-1.9
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	97.7	

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

Types of Services Funded (Fiscal Year 2019-2020)

LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through Proposition 20 Lottery Funding
- Educational support services through Title 1, Part A
- Support for homeless students through Title 1, Part A
- Career Technical Education through CTEIG
- Professional Learning for Teacher Quality and professional growth through Title I, Part A and Title II, Part A
- Services for English Learner students (professional development for academic support plans and reports to parents), Title I, Part A
- Family Engagement including Family Engagement Plan coordination, Translation services and curriculum selection, Title I, Part A
- Student Information Systems (SIS) training, implementation and support (behavior and academic data tracking and record management), Title I, Part A
- Local Assessment and intervention platforms, training, implementation and support Title I, Part A
- Academic and behavioral coaches Title I, Part A
- Technology support to access online assessments, intervention and supplemental curriculum Title I, Part A
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance
- Transition Specialist and Administrative Support, Title I, Part D

Site Title I, Part A Allocation:

- Portion of Instructional Paraprofessional

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	27	15	21

The LEA aligns professional development paid from federal funding to align with LCAP and SPSA goals and action steps designed to support high-risk youth. A needs assessment is distributed to all staff (principals, teachers, support staff and other school leaders) and the data is reviewed in administrative meetings for next steps. The LEA then distributes a survey of appropriate LEA funded professional learning opportunities to determine site interest and LEA resources. Based on this data, the LEA distributes a final survey requesting participant names for each professional learning opportunity being offered. When professional development is needed that cannot be funded by the LEA, schools sites take on responsibility for filling need using site allocated funds.

IDENTIFIED NEED

All professional learning is aligned with the LEA Strategic Plan and LCAP/SPSA Goals. All data is captured annually in the LEA Self- Assessment in which progress is measured and actions are continued or discontinued. For the 2014-2017 school years the main focus for professional development concentrated on the Common Core State Standards (CCSS), implementing Positive Behavior Supports and Interventions (PBIS), and Professional Learning Communities (PLC's). Table Mountain School (TMS) continued with BCOE's state standards implementation plan and professional development workshops were offered to assist with instructional strategy support, student engagement, and high quality instruction. TMS staff was provided information about the state standards and the Smarter Balanced Assessment System (SBAC). During the 2017-2021 school years the TMS program is committed to building and sustaining a culture of continuous improvement. TMS staff have participated in ongoing professional development opportunities including staff meetings, student-centered coaching support, and additional collaboration to assist with professional growth. Some of the areas of focus are the CA State Standards (CCSS), Positive Behavior Intervention Support Program (PBIS), Big Picture Learning, Multi Tiered Systems of Support (MTSS) and trauma informed training, Aeries Gradebook and Intervention.

TYPES OF PROFESSIONAL DEVELOPMENT

In 2020-2021, TMS staff also participated in additional professional development opportunities including five Next Generation Science Standards implementation half day trainings and four ELA/social studies content area integration half day trainings. The trainings are also intended to support integration of social emotional learning and create highly engaging student interest based courses of study. To support increased academic engagement efforts, an LEA implementation team attended three half day trainings to support Advisory implementation and various staff participated in a Fall 2020 return to school series with Big Picture Learning.

During the 2019-2020 school year BCOE implemented a push-in professional development model to bring the training to the teachers and staff at their site in areas of identified need. This type of professional development received positive feedback and continues in 2020-2021. Trainings are provided before and after school, during staff meetings, and at times, in the classroom with students and staff directly. Additionally, one of our staff provides Student Centered Coaching to elementary staff. All of our teachers are given the opportunity to participate in 4 or 6 week Student Centered Coaching cycles throughout the year.

BUILDING STAFF CAPACITY

The LEA hosts monthly full day administrative meetings. During these meetings time is set aside for professional learning, including professional development sessions in which guest speakers sometimes present. The Director of Alternative Education also provides 1:1 instructional leadership support for site administration. In addition, the LEA offers student centered coaching to collaboratively support teachers with behavior, instructional planning and implementation. This provides staff with on-site direct support for professional growth and improvement that is relevant to day-to-day work in the classroom and school improvement efforts.

TABLE MOUNTAIN

Table Mountain School operates as a Professional Learning Community using data to inform decision making, school improvement plans and ongoing professional learning needs in the areas of PBIS (Positive Behavior Interventions and Support), MTSS (Multi-Tiered Systems and Supports) and student achievement in reading, writing and math as measured by site-based benchmark assessments. In addition to PBIS, the areas of focus for the past three years have been Project Based Learning (PBL), Big Picture Learning, (BPL) Integrated Math Curriculum provided by Carnegie, and our Crack the Career Code career exploration module developed by the BCOE CTE Department. Additional training in recent years has regularly included: Keenan Mandatory Online Trainings, The Annual Juvenile Court, Community and Alternative Schools Administrators of California conference, Next Generation Science Standards (NGSS) and committee based PD for the development of BCOE Courses of Study.

Common Formative Assessments are used regularly as an ongoing component of the Schoolwide Writing Plan. A weekly minimum school day for students allows the principal, teachers, and support staff opportunities for shared leadership and collaboration, data collection and analysis, development, implementation, and monitoring of school goals. Additionally, weekly teacher collaboration time provides opportunities to share instructional expertise, engage in presentations on various topics such as literacy, technology, and career technical training. The TMS teachers plays integral roles BCOE PD in their respective content areas. Instructional coaching is in math provided by BCOE in order to assist with alignment to the CA State Standards for Math and student needs.

TMS staff also takes advantage of additional opportunities, including workshops, conferences, and school site visits (including WASC visits) for professional learning. Table Mountain School provided teachers with up to three additional Professional Learning days upon approval in compliance with the staff development buyback program. The instructional paraprofessionals are offered one (1) day staff development in compliance with the buyback program. The teachers are required to attend one (1) mandatory buyback day as planned by BCOE administration. Extra assignment time is also given to ensure high levels of expertise and ongoing professional growth in accordance with student needs, each staff member's Professional Learning needs.

Additional push in PD, provided by the LEA has been added to the menu of options for Professional Development. TMS staff have taken advantage of several ongoing opportunities:

Half day PD: Twenty half day opportunities throughout the year include Next Generation Science Standards (one teacher and the principal), English Language Arts/Social Studies Integration (one teacher and the principal) , Social Emotional Learning (all staff), Core Content/SEL Integration (all staff), Big Picture Learning/Learning through Interest (all staff).

Full day PD: All staff participated in the ne full day Social Emotional Learning PD Kick Off for the Year - Buy Back Day