

# Table Mountain School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Table Mountain School
<b>Street</b>	41 County Center Drive
<b>City, State, Zip</b>	Oroville, CA 95965
<b>Phone Number</b>	(530) 532-5688
<b>Principal</b>	Nick Catomerisios
<b>Email Address</b>	ncatomerisios@bcoe.org
<b>School Website</b>	<a href="https://www.bcoe.org/subsites/Table-Mountain-School/">https://www.bcoe.org/subsites/Table-Mountain-School/</a>
<b>County-District-School (CDS) Code</b>	04100410430066

## 2022-23 District Contact Information

<b>District Name</b>	Butte County Office of Education
<b>Phone Number</b>	(530) 532-5761
<b>Superintendent</b>	Mary Sakuma
<b>Email Address</b>	msakuma@bcoe.org
<b>District Website Address</b>	www.bcoe.org

## 2022-23 School Overview

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 the 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 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 a 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 in 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:

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	3
Grade 12	5
Total Enrollment	9

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	11.1
Male	88.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	11.1
Two or More Races	33.3
White	22.2
English Learners	0.0
Foster Youth	0.0
Homeless	11.1
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	22.2

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	40.53	59.90	62.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.80	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	59.47	25.10	26.02	12115.80	4.41
Unknown	0.00	0.00	8.60	8.97	18854.30	6.86
<b>Total Teaching Positions</b>	<b>2.60</b>	<b>100.00</b>	<b>96.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.50	
<b>Total Out-of-Field Teachers</b>	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Online Curriculum September 2018	Yes	0
Mathematics	Edgenuity Online Curriculum September 2018	Yes	0
Science	Edgenuity Online Curriculum September 2018	Yes	0
History-Social Science	Edgenuity Online Curriculum September 2018	Yes	0
Foreign Language	Glencoe Buen Viaje! Spanish 1 June 2005 Glencoe Buen Viaje! Spanish 2 June 2005	Yes	0
Health	Edgenuity Online Curriculum Positive Prevention Plus 2016 Positive Prevention Plus and Edgenuity courses address the requirements for Sex Ed Curriculum. September 2018	Yes	0
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
Science Laboratory Equipment (grades 9-12)	N/A		

**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 is 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 and 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.

<b>Year and month of the most recent FIT report</b>	September 2022
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### School Facility Conditions and Planned Improvements

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	--	N/A	42	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	--	N/A	28	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0.00	0.00	0.00
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0.00	0.00	0.00
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	--	--	5.56	0	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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.

## 2022-23 Opportunities for Parental Involvement

### WELCOME LETTERS

Upon student enrollment parents receive a welcome letter and personal phone call from the senior administrative assistant to provide information about the school program, the Student Information System (AERIES) portal, school contact information, and additional community resources available to them. The letter also provides information regarding testing and other required

## 2022-23 Opportunities for Parental Involvement

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 to support families with transportation challenges. After each conference, the parent receives a follow-up letter from the principal outlining the Individual Learning Plan which includes educational challenges, 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 postcards mailed home. Calls home are logged in Aeries. The teaching staff and the instructional paraprofessional make contact with parents regularly. The transition specialists contact families to support students applying for FAFSA, enrolling in a community college or other postsecondary education programs, and 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 are also prominently displayed on the school's website. Parents have direct involvement in Individualized Educational Programs (IEP) meetings for students with disabilities and Student Study Team (SST) meetings for students in general education when appropriate. Parent conferences are encouraged and occur based on student and/or parent requests. A collaborative effort among Butte County Juvenile Hall (BCJH), Boys and Girls Club of the North Valley (BGCNV), and Table Mountain School (TMS) are 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 educational partners and meets regularly. Planning and implementation of parent events for the school is part of the SSC work. Parents are contacted before School Site Council meetings to encourage attendance and participation in the 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 a 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 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 the most effective venue for two-way communication and collecting input from parents and other family members regarding the school program.

### CELEBRATIONS

Graduations are held as students graduate or twice a year at the BCOE Board Room for eligible students 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, Nick Catomerisios who serves as principal at TMS. He can be contacted at 530-532-5916 or by email at [ncatomerisios@bcoe.org](mailto:ncatomerisios@bcoe.org).

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		23.5	--		18.1	19.1		8.9	7.8
Graduation Rate		64.7	--		68.1	72.2		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	45	21	0	0.0
Female	2	0	0	0.0
Male	43	21	0	0.0
American Indian or Alaska Native	5	4	0	0.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	8	0	0.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	9	4	0	0.0
White	13	4	0	0.0
English Learners	1	0	0	0.0
Foster Youth	1	1	0	0.0
Homeless	4	1	0	0.0
Socioeconomically Disadvantaged	45	21	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	8	0	0.0

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.78	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.53	1.82	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Butte County Office of Education is committed to providing safe, secure and nurturing environments for students, families and employees. BCOE Director of Emergency Response and Preparedness developed a Comprehensive Safe School Plan for all BCOE schools/programs in fall 2021. The plan includes the status of the school safety plan including a description of its elements in the annual School Accountability Report Card (SARC) prepared pursuant to Education Code Sections 33126 and 35256. Annually, the School Site Council approves the Comprehensive School Safety Plan by March. The plan was last reviewed on March 23, 2022.

Annually, BCOE school staff complete online training 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 a proof of tuberculosis screening for staff at the time of hire and every four years thereafter

Requiring cleared fingerprints at the time of hire and receiving subsequent arrest notifications from the 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 bloodborne pathogens

Assuring staff are trained and implement mandated child abuse reporting that conforms to current law

Training and procedures are in place for 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

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	5	3		
Mathematics	2	5		
Science	5	4		
Social Science	2	11		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	1	5		
Mathematics	1	6		
Science	1	4		
Social Science	1	8		

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	7		
Mathematics	2	3		
Science	1	7		
Social Science	2	5		

## 2021-22 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

## 2021-22 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	.1
<b>Social Worker</b>	
<b>Nurse</b>	.1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	39,509	4,876	34,633	71,414
<b>District</b>	N/A	N/A	4,459	71,107
<b>Percent Difference - School Site and District</b>	N/A	N/A	154.4	0.4
<b>State</b>	N/A	N/A	6,594	85,856
<b>Percent Difference - School Site and State</b>	N/A	N/A	136.0	-18.4

## 2021-22 Types of Services Funded

### 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 and ESSER
- Professional Learning for Teacher Quality and professional growth through Title I, Part A, Title II, Part A, ESSER and Educator Effectiveness
- 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, and ESSER
- 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, and ESSER
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance, Title 1, Part A
- Transition Specialist and Administrative Support, Title I, Part D

### Site Title I, Part A Allocation:

- Portion of Instructional Paraprofessional

### Site Supplemental and Concentration Allocation:

- Direct instruction (Teachers, Instructional Paraprofessionals, and Substitutes)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	42,053	46,419
<b>Mid-Range Teacher Salary</b>	72,287	69,902
<b>Highest Teacher Salary</b>	102,521	97,912
<b>Average Principal Salary (Elementary)</b>	78,424	111,731
<b>Average Principal Salary (Middle)</b>	73,747	122,012
<b>Average Principal Salary (High)</b>	74,605	122,212
<b>Superintendent Salary</b>	200,653	150,971
<b>Percent of Budget for Teacher Salaries</b>	7.22%	28.52%
<b>Percent of Budget for Administrative Salaries</b>	5.34%	6.10%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

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, school 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 2020-23 school year the main focus for professional development concentrated on improving systems in collaboration with Juvenile Hall and Butte County Probation. 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 Positive Behavior Intervention Support Program (PBIS), student interest-based learning, Multi-Tiered Systems of Support (MTSS), Professional Learning Community Data driven meetings (PLC), and equity and trauma-informed training.

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

## Professional Development

In the 2022-2023 school year, TMS had a mandatory Buy Back Day before the beginning of the school year where we began our training series on Responsibility Centered Discipline for all staff members. During the school year staff participated in professional development around the following identified and requested areas of need: development of student centered projects through Big Picture Learning coaching, Multi-Tiered System of Support design and implementation, and evaluation of student/family supports, English Language Learner instructional classroom supports and resources, and Foster/Homeless Attendance Supports.

In 2021-2022, TMS staff 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/Collaborative Teams 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), and Big Picture Learning (BPL). Additional training in recent years has regularly included: Keenan Mandatory Online Trainings, The Annual Juvenile Court, Community and Alternative Schools Administrators of California conference, and Collaborative Team topics.

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 play integral roles of BCOE PD in their respective content areas.

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 Buy Back Program. The instructional paraprofessionals are offered one (1) day staff development in compliance with the Buy Back Program. The teachers are required to attend one (1) mandatory Buy Back 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 and each staff member's Professional Learning needs.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	21	21	21