

Table Mountain

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | Table Mountain |
| Street | 41 County Center Drive |
| City, State, Zip | Oroville |
| Phone Number | 5305325688 |
| Principal | Nick Catomerisios |
| Email Address | ncatomerisios@bcoe.org |
| School Website | https://www.bcoe.org/subsites/Table-Mountain-School/ |
| County-District-School (CDS) Code | 04100410430066 |

2021-22 District Contact Information

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

2021-22 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 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

2021-22 School Overview

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 2019-2021 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.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 1 |
| Grade 10 | 2 |
| Grade 12 | 5 |
| Total Enrollment | 8 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 12.5 |
| Male | 87.5 |
| Hispanic or Latino | 62.5 |
| Two or More Races | 12.5 |
| White | 25 |
| Foster Youth | 25 |
| Socioeconomically Disadvantaged | 100 |
| Students with Disabilities | 50 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|---|---------|
| 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 | |
| Total Teaching Positions | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|--|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 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%.

Year and month in which the data were collected

September 2021

| 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 September 2018 | 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 | Yes | 0 |

| | | | |
|-----------------------------------|---|-----|---|
| | Carnegie, National Math Series, Integrated Math 2 April 2015 Houghton-Mifflin Math Expressions September 2014 Edgenuity Online Curriculum September 2018 | | |
| 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 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 September 2018 | Yes | 0 |
| 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 September 2018 | 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 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 | Yes | 0 |

| | | | |
|--|--|--|---|
| | Glencoe Creating and Understanding Drawings May 2007 Glencoe Art Talk May 2007 Perfection Learning Basic Drama Projects May 2008 | | |
| Science Laboratory Equipment (grades 9-12) | | | 0 |

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.

| | |
|---|----------------|
| Year and month of the most recent FIT report | September 2021 |
|---|----------------|

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | -- | N/A | 5.56 | N/A | 28.72 |

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

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

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 4 |
| 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 |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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, Nick Catomerisios, who serves as principal at TMS. He can be contacted at 530-532-5916 or by email at 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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 47.1 | 23.5 | -- | 22.4 | 18.1 | 18.7 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 35.3 | 64.7 | -- | 67.2 | 68.1 | 69.7 | 84.5 | 84.2 | 83.6 |

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 42 | 23 | 0 | 0.0 |
| Female | 6 | 2 | 0 | 0.0 |
| Male | 36 | 21 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 3 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 18 | 11 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 3 | 0 | 0.0 |
| White | 13 | 8 | 0 | 0.0 |
| English Learners | 2 | 1 | 0 | 0.0 |
| Foster Youth | 7 | 3 | 0 | 0.0 |
| Homeless | 5 | 2 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 42 | 23 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 13 | 6 | 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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 2.35 | 0.53 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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 |

2020-21 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 |

2021-22 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 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, the School Site Council approves the Comprehensive School Safety Plan by March. The plan was last reviewed on Feb. 3, 2021.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 10 | | |
| Mathematics | 3 | 6 | | |
| Science | 4 | 5 | | |
| Social Science | 3 | 6 | | |

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 | | |

2020-21 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 | |

2020-21 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 |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 16194 | 1078 | 15116 | 63461 |
| District | N/A | N/A | 3732 | 73432 |
| Percent Difference - School Site and District | N/A | N/A | 120.8 | -14.6 |
| State | | | \$8,444 | 84,531 |
| Percent Difference - School Site and State | N/A | N/A | 56.6 | -28.5 |

2020-21 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
- 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

Site Supplemental and Concentration Allocation:

- Direct instruction (Teachers, Instructional Para Professionals, and Substitutes)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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 | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered | |

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, 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 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 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

Professional Development

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 full-day PD focused on achievement, engagement, and climate during the beginning of the year Buy Back Day.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 21 | 21 |

Butte County Office of Education 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 79 | 69 | 87.34 | 12.66 | 16.18 |
| Female | 21 | 18 | 85.71 | 14.29 | 16.67 |
| Male | 58 | 51 | 87.93 | 12.07 | 16.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 13 | 11 | 84.62 | 15.38 | 27.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 10 | 83.33 | 16.67 | -- |
| White | 44 | 38 | 86.36 | 13.64 | 10.81 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 64 | 54 | 84.38 | 15.62 | 16.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 58 | 49 | 84.48 | 15.52 | 10.42 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 81 | 68 | 83.95 | 16.05 | 7.35 |
| Female | 23 | 19 | 82.61 | 17.39 | 5.26 |
| Male | 58 | 49 | 84.48 | 15.52 | 8.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 14 | 12 | 85.71 | 14.29 | 8.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 10 | 83.33 | 16.67 | -- |
| White | 45 | 36 | 80.00 | | 2.78 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 66 | 53 | 80.30 | 19.70 | 7.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 59 | 48 | 81.36 | 18.64 | 4.17 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

