

Table Mountain School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Table Mountain School
Street	41 County Center Drive
City, State, Zip	Oroville, CA 95965
Phone Number	(530) 532-5688
Principal	Janis Delgado
Email Address	jdelgado@bcoe.org
School Website	https://www.bcoe.org/subsites/Table-Mountain-School/
Grade Span	K-12
County-District-School (CDS) Code	04 10041 0430066

2025-26 District Contact Information

District Name	Butte County Office of Education
Phone Number	(530) 532-5650
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
District Website	www.bcoe.org

2025-26 School Description and Mission Statement

Table Mountain School (TMS) offers a rigorous, standards-based educational program for all youth detained in Butte County Juvenile Hall, excluding high school graduates. The Butte County Office of Education (BCOE) Superintendent serves as the official administrator of the school. In the spring of 2024, TMS received accreditation from the Western Association of Schools and Colleges (WASC). This six-year accreditation is valid through June 2030.

All core classes—including Math, English, Social Science, and Science—adhere to the California State Standards, utilizing state-adopted curriculum and research-based instructional practices. Students participate in one hour of Physical Education daily and have access to additional courses and activities that promote pre-employment skills, social development, health

2025-26 School Description and Mission Statement

education, and fine arts. Educational programs are designed to meet the unique needs of each student, employing a combination of whole-class, small-group and individualized instruction as well as online learning options in selected academic subjects.

Targeted interventions in Math, English, and English Language Arts are routinely provided to address individual student needs. Eligible students preparing for high school equivalency exams receive dedicated support, including access to practice tests and individual tutoring during and beyond school hours. The HiSET exam is administered by BCOE staff as needed. A resource teacher supports all students with disabilities, facilitating academic accommodations and conducting annual and triennial individualized education program (IEP) meetings, as well as additional placement review IEPs when necessary.

Each classroom is staffed by a credentialed teacher, with class sizes capped at 20 students, and supported by two full-time instructional paraprofessionals who assist with intervention and instructional activities. Social-emotional learning and personalized approaches are central to engaging students in the academic program.

The Table Mountain Principal is frequently on-site to provide leadership, support to staff, and guidance on policy matters. The program operates within Butte County Juvenile Hall, a secure facility, with ongoing collaboration among school personnel, Butte County probation staff, and juvenile hall staff, all dedicated to fostering student success.

TMS Vision

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

TMS Mission

Table Mountain School is an intensive interactive Professional Learning Community that provides students with:
Safe, Consistent, Nurturing Learning Environment

Academic Rigor

Preparation for College and Career

Social-Emotional Learning embedded into core classes

Work Training Connections

Preparation for and administration of high school equivalency testing

Opportunities for Self-Expression

School Goals:

Table Mountain School goals are as follows:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	3
Grade 9	2
Grade 10	1
Grade 11	4
Grade 12	6
Total Enrollment	16

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	6.3
Male	93.8
American Indian or Alaska Native	12.5
Hispanic or Latino	25
Two or More Races	25
White	37.5
Socioeconomically Disadvantaged	100
Students with Disabilities	37.5

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	41.51	57.3	60.69	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.06	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	0.53	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	53.21	27.3	28.88	11953.1	4.28
Unknown/Incomplete/NA	0.1	4.53	8.3	8.83	15831.9	5.67
Total Teaching Positions	2.6	100	94.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	42.05	60.9	64.58	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.9	1.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	5.62	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	57.95	23.6	24.99	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	3.73	14303.8	5.15
Total Teaching Positions	2.6	100	94.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	38.49	54.5	57.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.3	3.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	61.13	30.7	32.61	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.6	4.91	13705.8	4.91
Total Teaching Positions	2.6	100	94.3	100	278927.1	100

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

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

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.40	1.5	1.6
Total Out-of-Field Teachers	1.40	1.5	1.6

Class Assignments

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

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

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

All 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Online Curriculum September 2018	0
Mathematics	Edgenuity Online Curriculum September 2018	0
Science	Edgenuity Online Curriculum September 2018 STEM Scopes September 2023	0
History-Social Science	Edgenuity Online Curriculum September 2018	0
Foreign Language	Glencoe Buen Viaje! Spanish 1 June 2005 Glencoe Buen Viaje! Spanish 2 June 2005	0
Health	Edgenuity Online Curriculum Positive Prevention Plus 2016 Positive Prevention Plus and Edgenuity courses address the requirements for Sex Ed Curriculum. September 2018	0
Visual and Performing Arts	Glencoe Art In Focus May 2007 Glencoe/McGraw Hill Music! Its 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	0
Science Laboratory Equipment (grades 9-12)	STEM Scopes September 2023	0

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

School Facility Conditions and Planned Improvements

The Juvenile facility, including the school, is inspected for safety and security no less than monthly by the Butte County Juvenile Hall management. As a government-operated facility, the building is inspected annually by Butte County General Services. The Fire Marshal 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, an outdoor field, and a 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 cleanup 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 Operations work order. There are no restrooms within the school facility; rather, they are in the living units and individual rooms of the wards and are not attended to by the Butte County Office of Education (BCOE).

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

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)			39	42	47	48
Mathematics (grades 3-8 and 11)			26	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

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

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	10.53	11.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	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	--	--	--	--	--

2024-25 Career Technical Education Programs

During the 2024-25 school year, Table Mountain School, did not offer any Career Technical Education Programs.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

2024-25 Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

WELCOME LETTER AND PHONE CALL

Upon student enrollment, parents receive a welcome letter and a personal phone call from the senior administrative assistant. This initial contact provides an overview of the school program, guidance on using the Student Information System (AERIES) portal, school contact information, and additional community resources. The welcome letter also includes information on testing and other required school activities, as well as instructions for the Conference Request Procedure. A link to the Parent/Guardian Conference Request Form is available on the TMS website homepage. Parents may request meetings with teachers, the transition specialist, or the school principal during their student's enrollment at TMS. Conferences may take place at the juvenile hall or, for families facing transportation challenges, in a convenient public location.

ACADEMIC PROGRESS AND FAMILY ENGAGEMENT

Weekly staff meetings provide opportunities to celebrate student achievements and discuss academic progress. Teachers and instructional paraprofessionals regularly contact families and log these communications in AERIES. The transition specialist engages families in supporting students' FAFSA applications, community college enrollment, and postsecondary program

2025-26 Opportunities for Parental Involvement

applications, and in connecting students with potential employers and other transition resources. Families are also notified about upcoming events and graduation ceremonies by the senior administrative assistant.

PARENT-STUDENT ENGAGEMENT

The TMS Handbook and Annual Notifications are available in the Juvenile Hall lobby and prominently displayed on the school website. Parents play a vital role in Individualized Education Program (IEP) and Student Study Team (SST) meetings as appropriate and are encouraged to attend parent conferences upon request from students or families. Parent outreach and two-way communication are strengthened by collaborative efforts between Butte County Juvenile Hall (BCJH), the Boys and Girls Club of the North Valley (BGCNV), and TMS. Parent Outreach strategies are regularly discussed at School Site Council (SSC) meetings, where parents are contacted in advance to encourage their participation in school decision-making. SSC membership includes staff, students, and educational partners who work together to plan and implement parent engagement events.

SITE EVENTS

Events such as Back-to-School Night, Open House, and graduation ceremonies offer important opportunities for families to connect with school staff and celebrate students' successes. Given the school's location in a juvenile detention facility, these events require careful planning but remain valuable for fostering family engagement. The Back-to-School Night allows staff to build relationships with students and their families and to promote awareness of available resources. The Open House showcases student work, enabling family members to appreciate student achievements. These events also provide a platform for meaningful two-way communication and collecting family feedback on the school program.

CELEBRATIONS

Graduation ceremonies are held as students complete their high school credits, celebrating their achievements. The graduation ceremonies are held in the JH visiting room, with family members attending after pre-clearance by Juvenile Hall staff. Each ceremony honors the students' accomplishments in an atmosphere that supports and encourages family engagement in these significant milestones.

SCHOOL SITE COUNCIL

The School Site Council (SSC) is composed of parents, students, teachers, administrators, and other school staff who collaborate with TMS staff to provide input and guidance across all program areas, including curriculum, staff development, resource allocation, and staff recruitment. SSC members play a vital role in developing and overseeing resource allocation for the Local Control and Accountability Plan (LCAP). Through these advisory bodies, TMS fosters a culture of collaborative leadership that drives program improvement, enhances student academic achievement, and promotes overall well-being.

For questions about parent outreach and activities, please contact Principal Janis Delgado at (530) 532-5688 or by email at jdelgado@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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	18.2	12.7	27.7	13.3	8.2	8.9	8
Graduation Rate	--	--	72.7	68.8	71.4	73.3	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	8	72.7
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
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	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	11	8	72.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	55	26	0	0.0
Female	--	--	--	--
Male	47	23	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	29	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	55	26	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	13	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.64	2.65	2.72	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	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

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

2025-26 School Safety Plan

Butte County Office of Education (BCOE) is committed to providing safe, secure, and nurturing environments for students, families, and employees. The BCOE Director of Emergency Response and Preparedness developed a Comprehensive Safe School Plan for all BCOE schools and programs. This plan outlines 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 in March, with the most recent review conducted in March 2026.

BCOE ensures that all school staff complete mandatory online training in various areas, including:

- Documenting immunizations of new students
- Requiring 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 before hire
- Developing emergency-response procedures
- Training in emergency response, including appropriate first responder training or its equivalent, and prevention strategies regarding contact with bloodborne pathogens
- Mandated child abuse reporting that conforms to current law
- 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
- Suicide prevention policy and training for staff

Additionally, BCOE ensures that:

- School buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard, as required by the education code for building requirements.
- The school is established as a drug, alcohol, and tobacco-free workplace.
- Site safety plans are maintained and reviewed annually.
- Compliance with the Americans with Disabilities Act is maintained.

By upholding these comprehensive policies and procedures, BCOE demonstrates its commitment to providing a safe, secure, and nurturing environment for all students, families, and employees.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	8	0	0
Mathematics	2	6	0	0
Science	3	5	0	0
Social Science	3	6	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	11		
Mathematics	4	4		
Science	3	7		
Social Science	3	6		

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	5		
Mathematics	2	5		
Science	2	6		
Social Science	2	12		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37,971	\$8,586	\$29,386	\$91,625
District	N/A	N/A	\$4,892	\$83,325
Percent Difference - School Site and District	N/A	N/A	142.9	10.2
State	N/A	N/A	\$18,586	\$101,084
Percent Difference - School Site and State	N/A	N/A	45.0	-3.8

Fiscal Year 2024-25 Types of Services Funded

TMS provides a variety of programs focused on student enrichment and academic success. Key initiatives include Student Support and Enrichment and Student Support and Professional Development, which are funded through specific resource allocations. The school also emphasizes creative education through the Prop 28 Arts & Music in Schools (AMS) program and dedicated funding for arts, music, and instructional materials. To facilitate learning, the budget supports the acquisition of core curriculum, books, and technology, including Chromebooks. Title 1, Part A funds are used for Parent and Family Engagement, fostering a collaboration between the school and families.

Direct assistance for students is also provided through specialized staffing and services. This includes instructional paraprofessionals who assist with classroom instruction and a Transition Specialist to support students as they move through their educational stages. The school offers Extended School Year (ESY) services that provide additional instruction outside the regular calendar. TMS also invests in services related to WASC and the College Board, which assist students with academic accreditation and college readiness. These services are supported by the LCFF Equity Multiplier and supplemental concentration funds, which aim to provide additional support to specific student populations.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,279	\$54,773
Mid-Range Teacher Salary	\$81,829	\$78,981
Highest Teacher Salary	\$115,378	\$117,337
Average Principal Salary (Elementary)	\$92,421	\$128,425
Average Principal Salary (Middle)	\$84,723	\$137,947
Average Principal Salary (High)	\$90,920	\$138,809
Superintendent Salary	\$232,348	\$176,162
Percent of Budget for Teacher Salaries	3.59%	25.51%
Percent of Budget for Administrative Salaries	3.24%	5.93%

2024-25 Advanced Placement (AP) Courses

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

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

Professional Development

The LEA aligns its professional development initiatives funded by federal sources to support LCAP and SPSA goals, with a focus on serving at-promise youth. A needs assessment involving principals, teachers, support staff, and other school leaders is conducted, and data is reviewed in administrative meetings to guide the next steps. Following this assessment, a survey is distributed to identify interest in professional learning opportunities, which helps allocate resources effectively. A final survey is then used to gather participant names for each professional development session. When additional training needs arise that cannot be funded by the LEA, schools use site-allocated funds to meet those needs.

Professional Development

In the 2025-26 school year, professional development focused on collaboration with Juvenile Hall and Butte County Probation, and on implementing the California Community School Framework. Table Mountain School (TMS) staff engaged in ongoing professional learning, including staff meetings, regional trainings, conferences, and Collaborative Teams. Professional development also focused on areas such as English Language Learner support, foster/homeless student assistance, and enhancing instructional systems.

TMS staff work together and use data to guide decision-making and school improvement efforts, and to identify areas for professional growth. The focus areas include PBIS, MTSS, and student achievement in core subjects. Trauma-informed practices and the development of college/career readiness programs have been key priorities over the last three years. TMS staff also participate in additional opportunities, such as conferences, workshops, and mandatory training, to further their skills. Teachers have up to three additional professional learning days available through the Buy Back Program, with instructional paraprofessionals offered one day to ensure ongoing professional growth that aligns with both student and staff needs.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21