

Executive Summary School Accountability Report Card, 2009–10

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11 DATA LAYOUT

II. About This School

School		District	
School Name	Thomas E. Mathews Community	District Name	Yuba County Office of Education
Street	131 F St.	Phone Number	530-749-4900
City, State, Zip	Marysville, CA 95901	Web Site	www.yuba.net
Phone Number	530 741-6349	Superintendent	Scotia Holmes-Sanchez
Principal	Chris Reyna	E-mail Address	Scotia.holmes@yubacoe.k12.ca.us
E-mail Address	Chris.reyna@yubacoe.k12.ca.us	CDS Code	58105870113274

School Description and Mission Statement (School Year 2009-10)

The Yuba County Office of Education provides a full range of educational services to meet the needs of students in the Community School. T.E. Mathews Community School serves students in grade 7-12 and is located in downtown Marysville. TEM provides an alternative learning community for students that are court ordered to the program, expelled from school districts, and/or are beyond parental control. The primary goal of the school is to help students succeed academically and successfully return to public school. We focus on creating a stimulating learning atmosphere while remediating credit deficiencies and mitigating existing learning problems. Teacher directed learning, group and individual assignments, oral recitation, music classes, and arts infused thematic lessons are delivered by teachers who are using a wide variety of teaching techniques to address learning styles of all students. Special Education services are provided by classroom teachers under the guidance of a resource teacher who also works individually with students. All students are tested when enrolled and placed at their appropriate grade level. Subsequent assessments are administered every six weeks. Students are offered the opportunity to make up credits through additional individual assignments.

MISSION: The Yuba County Office of Education purpose is to improve the quality of life for all Yuba County citizens. Our specialty is equipping those with unique needs with the knowledge, skills and attitudes that will establish their journey and empower them to realize their full potential.

Opportunities for Parental Involvement (School Year 2009-10)

Parents are consistently encouraged to actively participate in the T.E. Mathews program. Festivals that feature student achievement in academics and music are presented, frequent parent/teacher meetings are held and the Probation Officer and Principal speak with parents on a daily basis. Our student population is often disenfranchised from the public school system and parents have not had many positive experiences with the schools. It is a challenge to engage the parents in the school process. Parents are always welcome to visit the school, observe classes, and actively work with their child's behavior.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	6
Ungraded Elementary	0
Grade 9	5
Grade 10	7
Grade 11	8
Grade 12	11
Ungraded Secondary	0
Total Enrollment	37

Group	Percent of Total Enrollment
Black or African American	5.41
American Indian or Alaska Native	5.41
Asian	5.41
Filipino	0
Hispanic or Latino	43.24
Native Hawaiian/Pacific Islander	0
White (not Hispanic)	40.54
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	3
Students with Disabilities	19

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												

3												
4												
5												
6												
K-3												
3-4												
4-8												
Other					42.0			2	18	2		

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	43.0		0	2			0		18	1		
Mathematics	44.0			1	17.0	1			18	1		
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2009-10)

The school safety plan meets all the criteria necessary for the plan to have been adopted by the Yuba County Office of Education Board of Trustees. The plan addresses personal characteristics of students and staff, physical environment of the school, criteria for the safety of all students, and social and cultural environment. The plan is reviewed on an annual basis by parents and educators.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	140.0	208.6	73	15.3	27.3	166
expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

Policies are in place addressing compliance with state mandates concerning asbestos, earthquakes, fires, substance abuse, tobacco, violence, and weapons. Guidelines and regulations required by Probation and Social Services are also adhered to. The building housing T.E. Mathews was remodeled to accommodate a school. Due to the nature of the student body, close watch is maintained by the Probation Officer and school staff for signs of gang activity, violence, and drug use. Required school uniforms help address the problems generated by gang attire. Surveillance cameras have been installed and constantly monitor the facility.

School Facility Good Repair Status (School Year 2010-11)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			

Interior: Interior Surfaces	n/a		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a		X		
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a		X		
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a		X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a		X		
Overall Rating			X		n/a

V. Teachers

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	3	3	3	
Without Full Credential				
Teaching Outside Subject Area of Competence				n/a

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2007-08	2008-09	2009-10
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80%	20%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	As needed	n/a
Social Worker	0	n/a
Nurse	As needed	n/a
Speech/Language/Hearing Specialist	As needed	n/a
Resource Specialist (non-teaching)	.25	n/a
Other (Probation Officer	1	n/a

VII. Curriculum and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Good	
Mathematics	Good	
Science	Good	
History-Social Science	Good	
Foreign Language	n/a	
Health	Good	
Visual and Performing Arts	Good	
Science Laboratory Equipment (grades 9-12)	LEA Provided	

VIII. School Finances

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,572	n/a	\$231	
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a	\$5,681	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009-10)

A .40 FTE reading specialist is funded by Title I Part D

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,740	
Mid-Range Teacher Salary	\$48,697	
Highest Teacher Salary	\$71,596	
Average Principal Salary (Elementary)	\$83,311	
Average Principal Salary (Middle)	n/a	
Average Principal Salary (High)	\$80,742	

Superintendent Salary	\$136,199	
Percent of Budget for Teacher Salaries	22.5%	
Percent of Budget for Administrative Salaries	4.7%	

IX. Student Performance

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	6	4	4	17	20	20	46	50	52
Mathematics	12	13	13	14	16	16	43	46	48
Science	12	*	*	9	14	14	46	50	54
History-Social Science	9	0	0	5	8	8	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	520	374	115	92
All Students at the School	10	13	0	0
Male	0	0	*	*
Female	*	*	*	*
Black or African American	*	*		*
American Indian or Alaska Native	*	*	*	*
Asian	*	*		*
Filipino				
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander				
White (not Hispanic)	6	*	*	*
Two or More Races			•	
Socioeconomically Disadvantaged	4	13	*	0
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

California High School Exit Examination Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	*	*		12.8	24.2	16.7	52.9	52	54
Mathematics	*	*		13	17.1	15.6	51.3	53.3	53.4

California High School Exit Examination Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Socioeconomically Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2007	2008	2009
Statewide		B *	B *
Similar Schools		B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	B	-28	-53

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian /Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	487	538	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		514	715
Native Hawaiian/Pacific Islander			753
White		538	838
Two or More Races			808
Socioeconomically Disadvantaged		529	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

AYP Criteria	School	District
Overall	YES	NO
Participation Rate - English-Language Arts	YES	NO

Participation Rate - Mathematics	YES	NO
Percent Proficient - English-Language Arts	YES	NO
Percent Proficient - Mathematics	YES	NO
API	N/A	YES
Graduation Rate	N/A	NO

Federal Intervention Program (School Year 2010-11)

TABLE NAME: PI

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)		48.1	48.1	39.5	46.7	63.9	4.4	3.9	5.7
Graduation Rate	77.8	73.2	70.2	77.8	73.2	70.2	80.6	80.2	78.6

Completion of High School Graduation Requirements

Group	Graduating Class of 2010		
	School	District	State
All Students	1		94.5%
Black or African American			89.7%
American Indian or Alaska Native			95.3%
Asian			97.4%
Filipino			98.2%
Hispanic or Latino	1		91.6%
Native Hawaiian/Pacific Islander			95.2%
White (not Hispanic)			98.1%
Two or More Races			n/a
Socioeconomically Disadvantaged	1		91.3%
English Learners			98.5%
Students with Disabilities			53.4%

Career Technical Education Programs (School Year 2009-10)

N/A

Career Technical Education Participation (School Year 2009-10)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008-09)

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

Advanced Placement Courses (School Year 2009-10)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

XII. Instructional Planning and Scheduling

Professional Development

Professional development is primarily provided through the Yuba County Office of Education staff development department and the school site administrator. Annual in-service days are provided for all staff including topics that focus on academic achievement and behavior management. Staff also participates in various outside trainings during the year, primarily addressing thematic lessons and the integration of arts into the curriculum