

# Thomas E. Mathews Community School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Thomas E. Mathews Community School                          |
| <b>Street</b>                     | 1127 E St.  |
| <b>City, State, Zip</b>           | Marysville, Ca, 95901                                       |
| <b>Phone Number</b>               | 530-749-4025  |
| <b>Principal</b>                  | Chris Meyer,  |
| <b>E-mail Address</b>             | chris.meyer@yubacoe.k12.ca.us                               |
| <b>Web Site</b>                   | <a href="http://www.yubacoe.org">http://www.yubacoe.org</a> |
| <b>CDS Code</b>                   | 58105870113274  |

| District Contact Information |                                     |
|------------------------------|-------------------------------------|
| District Name                | Yuba County Office of Education     |
| Phone Number                 | (530) 749-4900                      |
| Superintendent               | Dr. Francisco Reveles               |
| E-mail Address               | francisco.reveles@yubacoe.k12.ca.us |
| Web Site                     | www.yuba.net                        |

### School Description and Mission Statement (School Year 2018-19)

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, beginning construction, 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. We have added an Intervention Specialist that will be working on Individualized Learning Plans for every student here at T.E.M. We have also added a Learning Center that helps provide an RTI/MTSS model to bring equity in learning for all students. All students are tested when enrolled and placed at their appropriate grade level via our STAR Renaissance program. Subsequent assessments are administered every six weeks. Students are offered the opportunity to make up credits through additional individual assignments. We have added a Study Hall to the end of our day in order to help students regain the credits they're behind in.

#### MISSION STATEMENT:

"To provide an educational program that encourages the development of well-rounded students who are positive productive members of society."

#### Vision Statement:

"The staff at T.E.M. creates an environment for the intellectual and social development of all students."

### Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 8                 | 2                  |
| Grade 9                 | 8                  |
| Grade 10                | 6                  |
| Grade 11                | 10                 |
| Grade 12                | 10                 |
| <b>Total Enrollment</b> | <b>36</b>          |

**Student Enrollment by Group (School Year 2017-18)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 5.6                         |
| American Indian or Alaska Native    | 8.3                         |
| Asian                               | 0.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 41.7                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 44.4                        |
| Socioeconomically Disadvantaged     | 100.0                       |
| English Learners                    | 13.9                        |
| Students with Disabilities          | 22.2                        |
| Foster Youth                        | 0.0                         |

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 4       | 4       | 4       |          |
| Without Full Credential  | 0       | 1       | 1       |          |
| Teaching Outside Subject Area of Competence (with full credential) | 2       | 0       | 0       |          |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 1       | 1       |
| Total Teacher Misassignments *                 | 2       | 1       | 1       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: January 2014

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>Reading/Language Arts</b>                          | Holt Literature and Language Arts Grades 6-12<br>Houghton Mifflin Grades K-6 High Point<br>Supplemental & EL  | Yes                              | 0.0   |
| <b>Mathematics</b>                                    | McDougal Littell, Alg. 1 2008 Saxon Alg II Prentice<br>Hall Geometry 2008   | Yes                              | 0.0   |
| <b>Science</b>  | McGraw Hill Science Grades k-5 Holt Ca. Science<br>Grades 6-8 Glencoe Physical Science Grades 9-12<br>Glencoe Earth Science Grades 9-12 Glencoe Biology<br>Grades 9-12 Glencoe Chemistry Grades 9-12 Glencoe<br>Physics Grades 9-12 | Yes                              | 0.0   |
| <b>History-Social Science</b>                         | Medieval and Early Modern Times Grade 7 America:<br>history of Our Nation Grade 8 Globe World History<br>Grade 10 Globe American History Grade 11   | Yes                              | 0.0   |
| <b>Health</b>   | Glencoe Health  | Yes                              | 0.0   |
| <b>Visual and Performing Arts</b>                     | Discovering Art History   | Yes                              | 0.0   |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | Students are able to access equipment if needed.  | Yes                              | 0.0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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. Thomas E. Mathews moved into a brand new facility this past year after being in a remolded site for a number of year. 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. Students are provided with TEM shirts and sweatshirts but are not required to wear them. Students are however, still not allowed to wear red or blue to school. Surveillance cameras have been installed and constantly monitor the facility.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b><br><b>Year and month of the most recent FIT report: 10-25-18</b> |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer   | Good          |   |
| <b>Interior:</b> Interior Surfaces  | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation  | Good          |   |
| <b>Electrical:</b> Electrical   | Poor          |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains  | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs   | Good          |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences   | Good          |   |

**Overall Facility Rating (Most Recent Year)**

| <b>Year and month of the most recent FIT report: 10-25-18</b> |      |
|---|------|
| Overall Rating  | Good |
|   |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 0.0   | 0.0     | 30.0     | 24.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 0.0   | 0.0     | 12.0     | 13.0    | 37.0    | 38.0    |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 17               | 4             | 23.53          | 0.00                    |
| Male                            | 16               | 3             | 18.75          | 0.00                    |
| Female                          | --               | --            | --             | --                      |
| Black or African American       | --               | --            | --             | --                      |
| Hispanic or Latino              | --               | --            | --             | --                      |
| White                           | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged | 15               | 3             | 20.00          | 0.00                    |
| English Learners                | --               | --            | --             | --                      |
| Students with Disabilities      | --               | --            | --             | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 17               | 6             | 35.29          | 0                       |
| Male                            | 16               | 5             | 31.25          | 0                       |
| Female                          | --               | --            | --             | --                      |
| Black or African American       | --               | --            | --             | --                      |
| Hispanic or Latino              | --               | --            | --             | --                      |
| White                           | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged | 15               | 5             | 33.33          | 0                       |
| English Learners                | --               | --            | --             | --                      |
| Students with Disabilities      | --               | --            | --             | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|-------------------------------|--|---------|----------|---------|---------|---------|
|                               | School   |         | District |         | State   |         |
|                               | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Our students are working in Construction every day of the week which helps them to build skills that will be transferable for the work world.

**Career Technical Education Participation (School Year 2017-18)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 30                        |
| % of pupils completing a CTE program and earning a high school diploma                                   | 20                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0                       |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0.0     |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0     |

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | **  | **                    | **                   |
| 9           | **  | **                    | **                   |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are consistently encouraged to actively participate in the T.E. Mathews program.

Festivals that feature student achievement in academics and behavior 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.

All parents commit to helping their children be successful students. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. Parents are always welcome to come and listen to presentations made by the students. This year parents were invited to a barbecue. Parents are asked and encouraged to contact the teacher weekly to learn about what is happening at school and how their child is doing. When possible, teachers will email parents with information on student progress and tips on how to help their children with their education. All students and parents receive school rules and procedures at the beginning of the school year.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.



### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate    | --      | 76.9    | --      | 55.3     | 55.6    | 31.9    | 10.7    | 9.7     | 9.1     |
| Graduation Rate | --      | 15.4    | --      | 20.5     | 22.2    | 25.9    | 82.3    | 83.8    | 82.7    |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group                            | Graduating Class of 2017 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 40.0                     | 36.2     | 88.7  |
| Black or African American        | 0.0                      | 0.0      | 82.2  |
| American Indian or Alaska Native | 0.0                      | 100.0    | 82.8  |
| Asian                            | 0.0                      | 0.0      | 94.9  |
| Filipino                         | 0.0                      | 0.0      | 93.5  |
| Hispanic or Latino               | 0.0                      | 36.0     | 86.5  |
| Native Hawaiian/Pacific Islander | 0.0                      | 50.0     | 88.6  |
| White                            | 50.0                     | 39.1     | 92.1  |
| Two or More Races                | 0.0                      | 23.1     | 91.2  |
| Socioeconomically Disadvantaged  | 40.0                     | 37.6     | 88.6  |
| English Learners                 | 0.0                      | 7.7      | 56.7  |
| Students with Disabilities       | 33.3                     | 19.4     | 67.1  |
| Foster Youth                     | 0.0                      | 50.0     | 74.1  |

### 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

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 68.9    | 65.8    | 26.8    | 9.1      | 10.2    | 7.0     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2018-19)

The Yuba County Office of Education Safe School Plan is on the board agenda to be adopted by the Yuba County Office of Education Board of Trustees in February, 2018. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an ongoing basis at site staff meetings.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | 2015-16         |                      |       | Avg. Class Size | 2016-17         |                      |      | Avg. Class Size | 2017-18         |                      |     |      |       |     |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
|                | 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        | 4.0             | 7                    |       |                 | 2.0             | 12                   |      |                 | 3.0             | 12                   |     |      |       |     |
| Mathematics    | 5.0             | 5                    |       |                 | 5.0             | 5                    |      |                 | 7.0             | 5                    |     |      |       |     |
| Science        | 6.0             | 4                    |       |                 | 2.0             | 3                    |      |                 | 5.0             | 8                    |     |      |       |     |
| Social Science | 4.0             | 6                    |       |                 | 2.0             | 13                   |      |                 | 4.0             | 11                   |     |      |       |     |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0.0   |
| Counselor (Social/Behavioral or Career Development) | 0.0                              | N/A   |
| Library Media Teacher (Librarian)                   | 0.0                              | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 0.1                              | N/A   |
| Social Worker                                       | 0.3                              | N/A   |
| Nurse   | 0.1                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.                               | N/A   |
| Resource Specialist (non-teaching)                  | 0.5                              | N/A   |
| Other   | 0                                | N/A   |

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$35,887               | \$4,665                  | \$31,222            | \$55,331               |
| District                                     | N/A                    | N/A                      | \$10,881            | NA                     |
| Percent Difference: School Site and District | N/A                    | N/A                      | 96.6                | 3.9                    |
| State  | N/A                    | N/A                      | \$7,125             | NA                     |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 125.7               | NA                     |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks and instructional materials and supplies and equipment. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services, tutoring, EL support, and math and English intervention classes were also provided.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | 45077           | 45964  |
| Mid-Range Teacher Salary                      | 63133           | 68564  |
| Highest Teacher Salary                        | 81189           | 91164  |
| Average Principal Salary (Elementary)         | NA              | NA   |
| Average Principal Salary (Middle)             | NA              | NA   |
| Average Principal Salary (High)               | NA              | NA   |
| Superintendent Salary                         | NA              | NA   |
| Percent of Budget for Teacher Salaries        | NA              | NA   |
| Percent of Budget for Administrative Salaries | NA              | NA   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 0                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 0                             | N/A                               |
| Social Science           | 0                             | N/A                               |
| All courses              | 0                             | .0                                |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Thomas E. Mathew' s designates collaboration every Friday as minimum days for lesson planning, team building, curriculum and instruction, classroom management, multiple learning modalities, PBIS, and Professional Learning Communities. Currently Thomas E Mathews is working hard to bring changes that will help ensure student success. Much of our current professional development is dedicated to finding avenues of support by building Individualized Learning Plans that will meet every student's need. With the use of PBIS and a level system, we have found a way motivate students and have seen an improvement in their confidence and academic ability.