

Tehama eLearning Academy
GOVERNANCE COMMITTEE
MEETING MINUTES
December 16, 2015

The meeting of the Tehama eLearning Academy Governance Committee was held on the above date. In addition to the committee Members, Wes Grossman from TCDE, Denise Cottingham, CBO, Linda Malena, Office Manager and Shannon Barrow, teacher were also present.

- Call to Order** Mr. Morehouse called the meeting to order at 2:35 p.m.
- Roll Call and Pledge of Allegiance** Present: Morehouse, DuVarney, Thoreson, Matray
Arrived late: Manuel
- Approval of Agenda** Ms. Matray moved, seconded by Mr. DuVarney to approve the agenda for this meeting. The motion carried unanimously (Morehouse, DuVarney, Thoreson, Matray)
- Consent Agenda** The Governance Committee Minutes from the October 14, 2015 meeting were included in the agenda packet. A \$250 donation was received from Sun Country Quilters requiring approval. Approval of the Consent Agenda was moved by Mr. DuVarney and seconded by Ms. Matray. The motion carried unanimously (Morehouse, DuVarney, Thoreson, Matray).
- Audience with Groups and/or Individuals** Shannon Barrow provided the Governance Committee with a report she had prepared that asked questions and provided information regarding concerns she feels is relevant to the continued success of TeLA as a charter school past the 2018 renewal. She stated that the report contained her professional opinion and observations.
- Administrator's Report** Mr. DuVarney shared that Jan. 14 will be 8th Grade Leadership day. TeLA will have students attend. The TeLA parent night held on Oct. 22nd with games and great activities was not well attended. The Junior/senior seminars are going well according to Rod Thompson. On Jan 4th NWEA-MAP training was conducted for staff. All schools will receive Educator effectiveness revenue. We will need to come up with a plan that needs to be approved by the Governance Committee. We are applying for a CTEIG grant. We need to decide on a series of CTE courses/pathways. Where do we want to go? What is RB High doing, can we offer similar courses so that students can be on track if moving between schools. A new regulation SB359 which regards Math placement testing must be in effect by the 16/17 school year. Mr. DuVarney and Denise Cottingham attended the LINC meeting for LCAP's. TeLA's LCAP was reviewed we are making good progress.

TeLA will have Nurtured heart training for all staff during the summer along with Drug and alcohol prevention. ELD's have been identified and we need to find curriculum. Professional development on CC next generation Science, NGSS for Dianne Bassett, also help from Trish Power Bearson for ESS at TCDE. College and career readiness is being provided by Mr. Thompson this year. Attendance improvement has been awesome. We are working on mentorship's and job shadowing/possible stipends for teachers to get students involved. We purchased 50 new chromebooks at the beginning of the 15/16 school year. We are currently looking at the possibility of hiring an Administrator to cover JJC, LS and TeLA. The percent participation in state testing is too low at 83% for ELA and 81% for Math with a 95% participation rate required. Our achievement data and math scores were really low.

CBO Report

Mrs. Cottingham reported that the 1st Interim Report has been completed and approved by the TCDE Board. The month 4 attendance was 88.64. Our average daily attendance from the beginning of the school year through month 4 is 87.40 and our pupil attendance rate through month 4 is 92.68. The current enrollment at TeLA is 95. We have applied for a \$100,000 CTEIG. The CTEIG plan is due to CDE by January 19, 2016. We will receive \$7,919 in Educator Effectiveness revenue and must come up with a plan that will be presented to the Governance Committee and then approved at a subsequent Governance Committee meeting. I am currently looking at health insurance options for a possible change in carriers.

15-16 1st Interim Budget

It was moved by Ms. Matray and Seconded by Ms. Manuel to approve the Tehama eLearning Academy 1st Interim Budget. The motion carried unanimously (Morehouse, DuVarney, Thoreson, Matray, Manuel).

15-16 One-time Funds

Discussion for use of Outstanding Mandate Claims revenue included Google Educator Certifications, ELD, Gang Awareness and enhancement of Educator Effectiveness. See what teachers want and align with the LCAP. Check with Cynthia Cook about the safety summit. See about instructional materials both online and for onsite classes. We could support a new math teacher and the Engage New York Math program. We could pay for the help of Maureen at TCDE and maybe an entrepreneur club to engage in math.

CTE Course Priorities And Objectives

Discussion of TeLA priorities including manufacturing route/SERRF/ Entrepreneurship/technology/align with math to help struggling students/Business & finance/IT. How about 1/1 chrome book vs student ratio?

TeLA Equipment List

It was moved by Ms. Manuel and seconded by Ms. Matray to approve the Proposed Disposal Items. . The motion carried unanimously (Morehouse, DuVarney, Thoreson, Matray, Manuel).

Employee Health Benefits for Certificated Staff

A discussion was held regarding the viability of offering health benefits to certificated staff.

Building Lease Extension

Ms. Cottingham reported that the Lease Extension with Dr. Flynn had been completed. A copy was included in the agenda packet.

15/16 LCAP

Ms. Matray shared the LCAP metric as we need to start collecting data for the annual update. Karin will be meeting with staff in January to look at what has been done vs what needs to be done.

Governing Committee Discussion

Discussion items included parent engagement, Mrs. Downey is interested in helping. Chartering with the COE versus a district. ELA -ELD training for adoption in March, 7 or 8th, who to send. NGSS – options around NG Science standards.

Adjournment

There being no further business the meeting was adjourned at 4:11 p.m.

November 10, 2015

JUNIOR-SENIOR SEMINARS—Speakers—2015-16SY Rod Thompson, Counselor

- October 8** **Shasta College Field Trip**
- October 27** **Owner of Plum Crazy, Janell Fitzgerald**
- November 17** **Representatives from Simpson University, FAFSA, College Entrance Process**
- December 1** **Beth Birk, SERRF Staff: Present job opportunities, applications, interviews, getting and keeping a job**
- December 15** **Cynthia Cook, Tehama Dept. of Ed., regarding character development, goals, employment, and substance abuse**
- January 12** **Kathy Garcia, Job Training Center, beginning career development computerized interest, self-assessment protocols assignment explanation.**
- Steve Fox, California Walnuts Co.—Agriculture, Rancher, Business owner, Orchardist**
- ~~**January 26**~~ **Job Training Center, Kathy Garcia—Discuss results of self and career testing**

Cancelled

CBO Report –

February 05, 2016

1st Interim approval letter from TCDE is attached.

Month 5 attendance was 74.22. ADA through Month 5 (P-1) is 86.06 and our Pupil attendance rate through month 5 is 89.91.

Current Enrollment is 102.

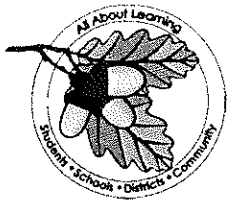
We have applied for \$100,000 CTEIG. CDE approved part 1 of the application process for \$78,743. The plan has been written and submitted to CDE and will be presented at the March 9-10, 2016 State Board of Education meeting.

I did not have enough time to get sufficient proposals in order to consider a Health Insurance carrier change for the 16/17 school year.

Attached is an article regarding California's Support for K-12 Education and also a Fiscal Report showing the Average Student Attendance Rates.

Thank you,

Denise



Tehama County Department of Education

Charles Allen
Tehama County
Superintendent
of Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

January 14, 2016

Executive Director and Governance Committee
Tehama eLearning Academy

RE: 2015/2016 1st Interim Budget Report

As the chartering authority for the Tehama eLearning Academy, our office has completed its review of the 1st Interim Budget Report for 2015/2016 in compliance with the provisions of Education Code 47604. The code requires the chartering authority to monitor the fiscal condition of each charter school under its authority using any financial information it obtains from the charter school. We have used criteria consistent with the standards we use to monitor the School Districts in Tehama County which include:

Determining whether the adopted budget will allow the Charter to meet its financial obligations during the current fiscal year and the following two years.

The Charter's budget, as projected, fully meets these criteria.

Additional changes, including attendance, new state programs, and the Governor's proposed 2016/2017 budget will be addressed as more solid information becomes available. A complete listing of any technical corrections and recommendations has been sent directly to the chief business official.

It seems to be an ever changing fiscal environment for education in the state of California as we move toward full implementation of the Local Control Funding Formula and at the same time experiencing monumental increases to our retirement systems, rising cost of health insurance, adherence to the Affordable Care Act and the Healthy Families Act. These all effect districts and charters differently; therefore, it is essential for the charter to address its own unique set of risk factors in determining budget priorities and creating multi-year projections. We would also encourage the Charter to assess its multi-year projections and have a contingency plan if the proposed Gap Funding is not realized for years 2016/17 and 2017/18.

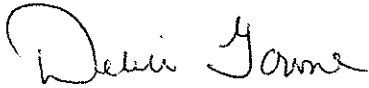
The charter's budget reflects deficit spending in the budget and subsequent years. Failure to minimize deficit spending could jeopardize the financial standing of the district, including its ability to meet the state recommended minimum reserve for economic uncertainties.

Although the cash deferrals have been eliminated, it remains important to closely monitor cash throughout the year to ensure that the June 30 cash balance will be sufficient.

The attached trend analysis of the 1st interim budget to prior year actuals is provided for your assistance and will provide you with important comparative data for budgetary consideration. The comparative data will highlight trends in revenue and expenditure growth or decline, deficit spending patterns and a final accounting for the ending fund balance.

Please let me know if you have any questions or if I can be of assistance.

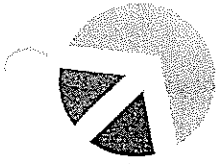
Sincerely,



Debbie Towne
Director of Business Services

cc: Denise Cottingham, Business Manager

Enclosure: Trend Analysis



BY JONATHAN KAPLAN

California's Support for K-12 Education Ranks Low by Almost Any Measure

Although they do not reflect how much it actually costs to provide California's students a high-quality education, rankings of state K-12 education spending are frequently used to assess California's investment in its schools.¹ According to the most recent available information, California's K-12 education spending lags the nation by almost any measure.

- In 2014-15, California ranked 42nd among all states in spending per K-12 student after adjusting for differences in the cost of living in each state (see table).² California schools spent \$10,139 per K-12 student, \$1,900 less than the \$12,040 per student spent by the nation as a whole. These figures, and this California ranking, reflect a new Budget Center analysis that adjusts the most recent K-12 spending figures for the variation in states' costs of living.³
- California ranked 36th among all states in K-12 spending as a share of the state economy in 2014-15. California's K-12 school spending in 2014-15 was 3.48% of state personal income – a measure that reflects the size of the state's economy – compared to 3.88% in the nation as a whole. Gauging school spending

How Does California's Support for K-12 Education Compare?

	Rank	California	US	Source
Spending Per Student				
K-12 Spending Per Student Adjusted for Cost of Living (2014-15)*	42	\$10,139	\$12,040	National Education Association (NEA) and Texas A&M University
Spending as a Share of the Economy				
K-12 Spending as a Percentage of Personal Income (2014-15)*	36	3.48%	3.88%	NEA and US Bureau of Economic Analysis
Staffing Ratios				
Number of K-12 Students Per Teacher (2014-15)*	51	22.4	15.5	NEA
Number of K-12 Students Per Guidance Counselor (2011-12)	51	785	440	National Center for Education Statistics (NCES)
Number of K-12 Students Per Librarian (2011-12)	51	7,572	958	NCES
Number of K-12 Students Per Administrator (2011-12)	47	312	202	NCES

* Data are estimated.

Note: All figures reflect Budget Center calculations. K-12 spending reflects "current expenditures," and cost-of-living adjustment calculations use a "comparable wage index" developed by the NCES and updated by Texas A&M University. Spending per student and staffing ratios are based on average daily attendance.

as a share of the personal income received by the state's residents takes into account differences in states' wealth and thus in their capacity to support K-12 schools.

- California ranked last in the nation in the number of K-12 students per teacher in 2014-15. California's student-to-teacher ratio was greater than 22-to-1, more than 40% higher than the national ratio of 15.5 students per teacher.
- California ranked last or close to last in the nation in the number of students per staff. California's student-to-librarian ratio was more than 7,500-to-1 (ranking 51st), its student-to-guidance-counselor ratio was 785-to-1 (51st), and its student-to-administrator ratio was 312-to-1 (47th) in 2011-12, the most recent year for which data are available.

California's low level of K-12 education spending compared to other states is especially concerning in light of the particular needs of its students. Not only do California schools enroll the largest share of English learners in the US, but the percentage of California students who are from low-income families is greater than the share for the nation as a whole. Since research shows that educating English learners and students from low-income families requires even greater investment, California should be spending more per student than other states to allow all of its students to reach state and national academic standards.

Voter approval of Proposition 30 in 2012 helped increase state revenues, providing a significant boost to California's K-12 school spending.⁴ Yet, a sizable gap between California and the US remains. Accounting for differences in states' costs of living, California would have needed to spend an additional \$13.0 billion in 2014-15 to equal spending per K-12 student in the nation as a whole, an increase of 18.8%. To reach total spending in the US as a share of personal income, California would have needed to spend an additional \$7.9 billion on K-12 education in 2014-15, an increase of 11.4%.

Substantially increasing California's K-12 education spending almost certainly depends on the state raising additional revenue. However, the revenues from Proposition 30 will decline after 2015-16, the last year its provisions will be fully in effect. This means that unless California voters extend Proposition 30's tax increases or approve an alternative tax measure, the state's schools will most likely receive relatively fewer dollars in the years ahead, raising the prospect that California's school spending would fall even further behind the nation.

¹ All state rankings and related comparisons in this fact sheet include the District of Columbia. For a discussion of why the amount that California is reported to spend per K-12 student, as well as its ranking relative to other states, varies depending on the source of this information and how it is interpreted, see Jonathan Kaplan, *Key Considerations When Comparing California K-12 School Spending to Other States* (California Budget & Policy Center: August 2015).

² Without adjusting for differences in states' costs of living, California ranked 29th in the nation.

³ This adjustment uses a "comparable wage index" developed by Dr. Lori Taylor at Texas A&M University and William Fowler, Jr. at the National Center for Education Statistics, and subsequently updated by Dr. Taylor. This index is a commonly used method of adjusting K-12 spending for differences in states' costs of living. For example, see Education Week, *Quality Counts 2015: Preparing to Launch* (January 2015).

⁴ Proposition 30 raised the state sales tax rate through 2016 and the personal income tax rates on high-income taxpayers through 2018.

The FISCAL REPORT *an informational update*

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No. 19

Ask SSC . . . What Are the Latest Statewide Average Student Attendance Rates?

Q. I know that you have published in prior years the statewide average student attendance rates. Can you tell me the latest rates? We are using them as benchmarks in our attendance incentive program.

A. The latest actual statewide ratios of average daily attendance (ADA) to enrollment available are for the 2014-15 school year. Here they are by school district type:

District Type	Ratio
Elementary	96.04%
Unified	95.22%
High	93.74%

It's good to hear that you have an attendance incentive program in place. There are very few ways that local school agencies have to improve revenues—increasing the student ADA-to-enrollment ratio can significantly improve student performance and local agency unrestricted revenues. Some local agencies take each school's current ratio and set a higher target, and others have a competition between school sites. Some provide incentives directly to students, and others provide incentives to the classrooms and schools. It makes sense to experiment and see what works best for your community.

For the latest on ideas like this and others for improving and managing local agency budgets, go to our Conquering District Budgets in a New World of School Finance workshop—you can register [here](#).

—*Dave Heckler, Matt Phillips, CPA, and Sheila G. Vickers*

posted 09/17/2015



Tehama eLearning Academy

715 Jackson St. Ste B • Red Bluff, CA 96080 • 530.527.0188 • Grades K-12

Rich DuVarney, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Tehama eLearning Academy

1135 Lincoln Street
Red Bluff, CA 96080
530 527-5811
www.tehamaschools.org

District Governing Board

Tim Morehouse
Rich DuVarney
Lorna Manuel
Karin Matray
Mary Cheek

District Administration

Charles Allen
Superintendent

School Description

Principal's Message

On behalf of the teachers, students, parents, administration and the Tehama eLearning Academy Governance Committee, I would like to welcome you to Tehama eLearning Academy. We offer a full range of online academic courses, grades seven through twelve. Our mission is to provide an individualized standards-based education for students in Tehama and adjacent counties through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models and parental involvement resulting in skill mastery. We target any student who can benefit most from a self-paced, individualized instruction that is delivered on site or in the home via technology. We believe that given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and internet), strong instructional support, guidance from experienced teachers, a strong commitment from parents (or other caring adults), and a well-conceived virtual education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century. If you think that Tehama eLearning Academy might be a good match for your child, please contact us at the above number and one of our registrars will be glad to answer your questions.

Sincerely,
Rich DuVarney, Principal

Mission Statement

To provide the highest quality education through the use of innovative curriculum, quality academic service, and reliable technical support.

School Profile

Tehama eLearning Academy is a charter school that originally operated under the Mineral School District. Since 2013-14 it has operated under Tehama County Department of Education.

The school provides students with a fun and secure online neighborhood to complete coursework, improve academic skills, and master the Common Core State Standards. The courses are taught under the guidance of California certificated teachers who are experts in their academic fields. All of the courses are "open entry" "open exit" and students may access them twenty-four hours a day seven days a week.

Ninety students are enrolled in the school (January 1, 2016), with classes arranged in a personalized learning format. Students' academic work is available online via the internet. Students have the opportunity to complete course work 24 hours a day seven days a week. Staff meetings are held each Friday afternoon whereby individual student progress is discussed, staff participates in CCSS professional development opportunities, data is analyzed and school plans are reviewed and discussed.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The current online curriculum consists of the following programs which are available to students 24 hours/day.

- 1.) Let's Go Learn
- 2.) A+LS
- 3.) Accelerated Reader
- 4.) Edgenuity

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1) Let's Go Learn 2) A+LS 3) Accelerated Reader 4) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	1) Let's Go Learn 2) A+LS 3) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	1) Let's Go Learn 2) A+LS 3) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	1) Let's Go Learn 2) A+ 3) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Foreign Language	1) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	1) A+LS 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	1) A+ 2) Edgenuity The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	NA Percent of students lacking their own assigned textbook: NA

School Facility Conditions and Planned Improvements (Most Recent Year)

Tehama eLearning Academy is a charter school which is located in Red Bluff, California. The 4,500 sq. ft. facility has four intermediate size and three small classrooms which are used by students and teachers. The school location is convenient to families and students and accessible by the county bus line.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	38
All Student at the School	35
Male	--
Female	30
Black or African American	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Hispanic or Latino	--
White	33
Students with Disabilities	28
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	11	9	81.8	--	--	--	--
	8	10	7	70.0	--	--	--	--
	11	26	20	76.9	35	35	25	5
Male	7		3	27.3	--	--	--	--
	8		4	40.0	--	--	--	--
	11		8	30.8	--	--	--	--
Female	7		6	54.5	--	--	--	--
	8		3	30.0	--	--	--	--
	11		12	46.2	33	42	17	8
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Hispanic or Latino	7		1	9.1	--	--	--	--
White	7		7	63.6	--	--	--	--
	8		7	70.0	--	--	--	--
	11		16	61.5	31	38	25	6
Two or More Races	7		1	9.1	--	--	--	--
	11		4	15.4	--	--	--	--
Socioeconomically Disadvantaged	7		6	54.5	--	--	--	--
	8		5	50.0	--	--	--	--
	11		14	53.8	36	36	21	7
Students with Disabilities	7		2	18.2	--	--	--	--
	11		1	3.8	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of all staff at Tehama eLearning Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated during the fall of 2014. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed. Students are supervised on school premises by certificated staff, classified staff, and the principal.

There is a designated area for student drop off and pick up. Students and visitors are required to sign in and out at the main office when arriving and leaving campus.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.56	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.71	1.92	0.00
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	NA	Not In PI
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	2	NA	NA	1	NA	NA	0	NA	NA	0	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students at the School	57	30	13	45	50	5
Female	50	29	21	46	46	8
White	53	33	13	43	50	7

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Tehama eLearning Academy	2012-13	2013-14	2014-15
English-Language Arts	24	38	43
Mathematics	23	38	55
Tehama eLearning Academy	2012-13	2013-14	2014-15
English-Language Arts	22	37	42
Mathematics	23	38	48
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	139.13	106.98	84.6
Black or African American			76
American Indian or Alaska Native		100	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino		40	81.28
Native Hawaiian/Pacific Islander			83.58
White	145	123.33	89.93
Two or More Races	100	150	82.8
Socioeconomically Disadvantaged	400	200	61.28
English Learners			50.76
Students with Disabilities	135	103.23	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tehama eLearning Academy	2011-12	2012-13	2013-14
Dropout Rate	28.6	38.5	12.10
Graduation Rate	60.0	46.2	84.40
Tehama eLearning Academy	2011-12	2012-13	2013-14
Dropout Rate	28.6	38.5	12.10
Graduation Rate	60.0	46.2	84.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

* Where there are student course enrollments.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	9
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Tehama eLearning Academy (formerly called eScholar Academy in 2013-14) career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. A school counselor offers additional support for social and behavioral needs.



Feb 2016

Public Comment Card

If you wish to address the Governance Committee, please fill out this card and give it to the secretary prior to the start of the meeting. You will be called during the Audience with Groups and/or Individuals portion of the meeting. Comments are limited to three (3) minutes. There will be no action taken on items not on the agenda.

Name: Shannon

I wish to comment regarding: TELA