

Tehama eLearning Academy

715 Jackson Street, Suite B • Red Bluff, California 96080 • 530-527-0188 • Grades 7-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

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District Governing Board

Sara Smith

Lorna Manuel

Linda Houchins

Michaele Brown

Beau Junk, Student

District Administration

Sara Smith
Superintendent
Michelle Barnard
Principal

School Description

Tehama eLearning Academy offers a blended model including a full range of online academic courses as well as on-site core and elective courses for grades seven through twelve.

The mission of Tehama eLearning Academy is to provide a flexible, online, standards-based education and data-driven onsite instruction for students in Tehama and adjacent counties. To prepare students for college, career, and future endeavors, we foster a supportive learning environment through parent partnership and relationship building with our students.

School Profile

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

Our school has about one hundred students. We provide students with an engaging and secure online neighborhood to complete coursework, improve academic skills, and master the Common Core State Standards. Support and tutoring are available electronically and onsite every school day. 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.

Career Technical Education Programs

Three Career Technical Educational pathways are offered to students at Tehama eLearning Academy; Business, Education and Hospitality. Each pathway includes courses to build skills and prepare students for entry level positions in these career fields, or future education. Partnerships have been developed with the local Job Training Center, Shasta Community College, and Adult Education Program to provide students with Job ready skill development opportunities, as well as paid Work Experience. All CTE students participate in an onsite leadership class to ensure skill building in this important component. Our College and Career Counselor assists students with completion of Food Handlers Certification, FAFSA, and many College and Career exploration opportunities. Field trips were held to Manufacturing Day, STEM Career Day, and College campuses. Support for concurrent enrollment allows students to complete concurrently enrolled courses leading to industry recognized certifications such as the Assistant Permit on the Child Development Permit Matrix. We are tracking the number of students completing CTE courses, concurrent course completion, and certifications obtained.

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).

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 the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	13
Grade 9	13
Grade 10	20
Grade 11	28
Grade 12	25
Total Enrollment	101

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	4
Asian	2
Hispanic or Latino	23.8
White	64.4
Two or More Races	5.9
Socioeconomically Disadvantaged	81.2
English Learners	4
Students with Disabilities	24.8
Foster Youth	1
Homeless	9.9

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 for Tehama eLearning	17-18	18-19	19-20
With Full Credential	4.5	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tehama eLearning	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Tehama eLearning Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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 2019-20)

The current online curriculum consists of the following programs.

1. 1)Comprehend Curriculum online
2. 2) FYI Curriculum online
3. 3)Odysseyware online
4. 3)I-Ready Lessons online

For Onsite intervention lessons, we utilize Rewards Curriculum

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 3) iReady Lessons 2017/2018 4)Rewards-2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 3) iReady Lessons 2017/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	1)Comprehend-2018/2019 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	1) Comprehend- 2018/2019 2) Odyssey ware-2019/2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Comprehend 2018/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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 offices and three small classrooms which are used by students and teachers. The school location is convenient for families and students and accessible by the county bus line.

The principal ensures that the cleaning and maintenance of the school is a priority. Custodial staff ensures the facility is cleaned on a nightly basis and maintenance staff respond in a timely manner when the need arises. The district has adopted cleaning standards for the school. A summary of these standards is available at the district office for review.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2019

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

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	9	33	23	50	50
Math	4	2	19	13	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65	9.09
Male	24	23	95.83	4.35
Female	22	21	95.45	14.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00
White	26	24	92.31	12.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	10.81
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	9.09
Homeless	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	9.1	4.5	9.1

Note: 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.

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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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65	2.27
Male	24	23	95.83	4.35
Female	22	21	95.45	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	8.33
White	26	24	92.31	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	2.70
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	0.00
Homeless	--	--	--	--

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.

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 2019-20)

As each student is registered at Tehama eLearning Academy, a parent conference is held and a master agreement is signed. Parent-teacher conferences are offered each semester. Good communication is assured by weekly parent-teacher contact. Parent involvement is encouraged and parents have the opportunity to participate in the decision making process for both their students as well as the policies/procedures of the school. This parental input is facilitated by educational parent meetings at the school, bi-monthly Family Night, focus groups, parent surveys, parents attending Tehama eLearning Academy Governance Committee meetings, as well as the opportunity to meet with the principal at any time. A parent representative and a student representative serve as a voting member of the Governance Committee. Parents also serve on the school Safety Committee.

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.

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, state earthquake standards. The School Site Safety Plan was last reviewed and updated during the Spring of 2019. Staff and students have received training on Active Shooter situations. All revisions to the school safety plan were communicated to 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 and Active Shooter drills are held as needed. Students are supervised on school premises by certificated staff, classified staff, and the principal. The school utilizes a safety committee that meets quarterly to review safety needs and recommend safety policies to the school Governance Committee.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	.7

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	6	22			5	27			3	11		
Mathematics	5	24			4	30			2	11		
Science	4	16			4	22			2	6		
Social Science	4	43			4	48			2	18		

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the school year, then sharing their experiences and knowledge with district colleagues. Topics for staff development include: technology and instruction, evaluating testing data, mathematics instruction, school safety, social and emotional learning and learning records management. Staff have attended conferences in Trauma informed practices, and NGSS Science Standards, History and Social Science, Professional Discourse, and English Language Development.

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 planning is discussed.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (ES)	\$	\$
Average Principal Salary (MS)	\$	\$
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	%	%
Administrative Salaries	%	%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Tehama eLearning Academy budget funds direct instructional and counseling services to students, nursing services, and appropriate supplies and materials.

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

Rate for Tehama eLearning Academy	2015-16	2016-17	2017-18
Dropout Rate	14.3	3	11.1
Graduation Rate	85.7	66.7	77.8

Rate for Tehama eLearning Academy	2015-16	2016-17	2017-18
Dropout Rate	17.4	15	21.9
Graduation Rate	82.6	57.5	68.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10449	1973.00	8476.00	57688.00
District	N/A	N/A	8476.00	
State	N/A	N/A	\$7,506.64	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	12.1	----

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% 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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	9.9
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

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