

# Tehama eLearning Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

|  |                            |
|--|----------------------------|
| <b>School Name</b>                       | Tehama eLearning Academy   |
| <b>Street</b>                            | 979 Douglass St            |
| <b>City, State, Zip</b>                  | Red Bluff                  |
| <b>Phone Number</b>                      | 5305275811                 |
| <b>Principal</b>                         | Michelle Barnard           |
| <b>Email Address</b>                     | mbarnard@tehamaschools.org |
| <b>School Website</b>                    | www.telacademy.org         |
| <b>County-District-School (CDS) Code</b> | 52 10520 6119671           |

## 2022-23 District Contact Information

|                                 |                          |
|---------------------------------|--------------------------|
| <b>District Name</b>            | Tehama eLearning Academy |
| <b>Phone Number</b>             | 530-527-5811             |
| <b>Superintendent</b>           | Sara Smith               |
| <b>Email Address</b>            | ssmith@tehamaschools.org |
| <b>District Website Address</b> | www.telacademy.org       |

## 2022-23 School Overview

This year is our 21st year serving students as a charter school. We are a non classroom based 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. We currently serve approximately 130 students in grades 7-12. Our intent is to use computers and associated technology as instructional tools, allowing students to learn anytime and at any place. Students complete their course work from anywhere they can access the internet and are instructed on site at our new school site in Red Bluff. We endeavor to provide a safe learning atmosphere in order for a student to acquire superior academic progress.

Our mission 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. 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 7                  |
| Grade 8                 | 11                 |
| Grade 9                 | 7                  |
| Grade 10                | 28                 |
| Grade 11                | 26                 |
| Grade 12                | 26                 |
| <b>Total Enrollment</b> | <b>105</b>         |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.7                        |
| Male                                | 53.3                        |
| American Indian or Alaska Native    | 8.6                         |
| Asian                               | 0.0                         |
| Black or African American           | 0.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 16.2                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 8.6                         |
| White                               | 57.1                        |
| English Learners                    | 1.9                         |
| Foster Youth                        | 1.9                         |
| Homeless                            | 12.4                        |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 79.0                        |
| Students with Disabilities          | 13.3                        |

#### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 1.40          | 27.48          | 13.80           | 59.51            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.00            | 4.28             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.00            | 0.00             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 3.50          | 67.56          | 5.10            | 22.24            | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.20          | 4.96           | 3.20            | 13.97            | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 5.20          | 100.00         | 23.30           | 100.00           | 274759.10    | 100.00        |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |               |                |                 |                  |              |               |
| <b>Intern Credential Holders Properly Assigned</b>   |               |                |                 |                  |              |               |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      |               |                |                 |                  |              |               |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         |               |                |                 |                  |              |               |
| <b>Unknown</b>   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>  |               |                |                 |                  |              |               |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    |         |
| Misassignments   | 0.00    |         |
| Vacant Positions   | 0.00    |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    |         |
| Local Assignment Options                               | 3.50    |         |
| <b>Total Out-of-Field Teachers</b>                     | 3.50    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The current online curriculum consists of the following programs.

- 1) Bright Thinkers Curriculum online
- 2) Edynamics Curriculum online
- 3) Odysseyware online
- 3) Freckle Intervention Lessons online

Year and month in which the data were collected

December 2021

| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| <b>Reading/Language Arts</b>                      | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020<br>3) Freckle Intervention Lessons online 2021/2022 | Yes                         | 0%   |
| <b>Mathematics</b>                                | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020<br>3) Freckle Intervention Lessons 2021/2022        | Yes                         | 0%   |
| <b>Science</b>                                    | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020   | Yes                         | 0%   |
| <b>History-Social Science</b>                     | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020   | Yes                         | 0%   |
| <b>Foreign Language</b>                           | 1) Comprehend/Bright Thinkers-2020/2021  | Yes                         | 0%   |
| <b>Health</b>                                     | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020   | Yes                         | 0%   |
| <b>Visual and Performing Arts</b>                 | 1) Comprehend/Bright Thinkers- 2020/2021<br>2) Odysseyware-2019/2020   | Yes                         | 0%   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Comprehend/Bright Thinkers 2018/2019   | Yes                         | 0%   |

## School Facility Conditions and Planned Improvements

Tehama eLearning Academy is a non-classroom based charter school which is located in Red Bluff, California. We have recently moved into a brand new building that has two large classrooms and The facility has nine intermediate size offices and two classrooms which are used by students and teachers. Additionally, the school has a Science Lab and Kitchenette that are utilized for elective classes . 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.

Year and month of the most recent FIT report

November 8, 2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 30             | N/A              | 25               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 5              | N/A              | 5                | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 68                      | 63                   | 92.65                 | 7.35                      | 30.16                          |
| <b>Female</b>  | 33                      | 30                   | 90.91                 | 9.09                      | 30.00                          |
| <b>Male</b>  | 32                      | 30                   | 93.75                 | 6.25                      | 30.00                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Black or African American</b>                     | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 14                      | 13                   | 92.86                 | 7.14                      | 30.77                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 14                      | 13                   | 92.86                 | 7.14                      | 46.15                          |
| <b>White</b>   | 36                      | 33                   | 91.67                 | 8.33                      | 24.24                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 45                      | 41                   | 91.11                 | 8.89                      | 21.95                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 12                      | 11                   | 91.67                 | 8.33                      | 0.00                           |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 68                      | 63                   | 92.65                 | 7.35                      | 4.84                           |
| <b>Female</b>  | 33                      | 30                   | 90.91                 | 9.09                      | 3.45                           |
| <b>Male</b>  | 32                      | 30                   | 93.75                 | 6.25                      | 6.67                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Black or African American</b>                     | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 14                      | 13                   | 92.86                 | 7.14                      | 0.00                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 14                      | 13                   | 92.86                 | 7.14                      | 7.69                           |
| <b>White</b>   | 36                      | 33                   | 91.67                 | 8.33                      | 6.06                           |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 45                      | 41                   | 91.11                 | 8.89                      | 5.00                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 12                      | 11                   | 91.67                 | 8.33                      | 0.00                           |

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 15.15          | NT               | --               | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 76               | 66            | 86.84          | 13.16              | 15.15                   |
| <b>Female</b>  | 38               | 36            | 94.74          | 5.26               | 13.89                   |
| <b>Male</b>  | 37               | 29            | 78.38          | 21.62              | 17.24                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | 0                | 0             | 0              | 0                  | 0                       |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 15               | 15            | 100            | 0                  | 6.67                    |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 45               | 36            | 80             | 20                 | 19.44                   |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 55               | 47            | 85.45          | 14.55              | 12.77                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 13               | 9             | 69.23          | 30.77              | --                      |

## 2021-22 Career Technical Education Programs

Three Career Technical Educational pathways are offered to students at Tehama eLearning Academy; Business, Education and Hospitality. Beginning in Spring 2023 we will offer a new pathway in the Medical field. Each pathway includes courses that are aligned to the model curriculum standards. These courses 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 Consortium to provide students with Job ready skill development opportunities, as well as paid Work Experience and unpaid internships. Monthly, students and staff participate in the Chamber of Commerce community networking meetings. CTE instructor is a voting member on the Regional Adult Education Consortium. All CTE students participate in an onsite leadership opportunities as well as Work Place Learning opportunities to ensure skill building in this important component. Our College and Career Counselor assists students with completion of Food Handlers Certification, FAFSA, and provides other College and Career exploration opportunities. Field trips were held to several local College campuses. We provide two Dual enrollment course with Shasta College each semester. We provide support for concurrent enrollment which 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.

## 2021-22 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 115                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 100                       |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission          | 35.23   |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00    |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | --                               | --   | --  | --  | --                          |
| Grade 7     | 100                              | 100  | 100   | 100   | 100                         |
| Grade 9     | 100                              | 100  | 100   | 100   | 100                         |

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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, periodic 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator       | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                | 23.3           | 5.9            |                  | 34.1             | 13.3             |               | 8.9           | 7.8           |
| Graduation Rate |                | 70             | 91.2           |                  | 58.5             | 84.4             |               | 84.2          | 87            |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 34                           | 31                         | 91.2                   |
| Female  | 15                           | 15                         | 100.0                  |
| Male  | 19                           | 16                         | 84.2                   |
| American Indian or Alaska Native              | --                           | --                         | --                     |
| Asian   | 0                            | 0                          | 0.0                    |
| Black or African American                     | 0                            | 0                          | 0.0                    |
| Filipino                                      | 0                            | 0                          | 0.0                    |
| Hispanic or Latino                            | --                           | --                         | --                     |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.0                    |
| Two or More Races                             | --                           | --                         | --                     |
| White   | 27                           | 25                         | 92.6                   |
| English Learners                              | --                           | --                         | --                     |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | --                           | --                         | --                     |
| Socioeconomically Disadvantaged               | 31                           | 28                         | 90.3                   |
| Students Receiving Migrant Education Services | 0                            | 0                          | 0.0                    |
| Students with Disabilities                    | --                           | --                         | --                     |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 157                   | 150                                     | 18                        | 12.0                     |
| Female  | 75                    | 70                                      | 9                         | 12.9                     |
| Male  | 79                    | 77                                      | 8                         | 10.4                     |
| American Indian or Alaska Native              | 9                     | 9                                       | 0                         | 0.0                      |
| Asian   | 0                     | 0                                       | 0                         | 0.0                      |
| Black or African American                     | 0                     | 0                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 29                    | 27                                      | 5                         | 18.5                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 19                    | 19                                      | 1                         | 5.3                      |
| White   | 87                    | 83                                      | 12                        | 14.5                     |
| English Learners                              | 4                     | 4                                       | 1                         | 25.0                     |
| Foster Youth                                  | 6                     | 5                                       | 2                         | 40.0                     |
| Homeless                                      | 20                    | 20                                      | 2                         | 10.0                     |
| Socioeconomically Disadvantaged               | 116                   | 110                                     | 15                        | 13.6                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 24                    | 20                                      | 3                         | 15.0                     |

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00           | 0.00             | 2.45          |
| Expulsions  | 0.00           | 0.00             | 0.05          |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 0.00           | 0.00             | 0.00             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.00             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.00             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.00             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 0.00             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

## 2022-23 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 December 2022. The plan will be reviewed and approved at the December 15th Governance Committee meeting. 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 twice each year to review safety needs and recommend safety policies to the school Governance Committee. During the pandemic, special safety protocols have been established based on CDC recommendations, consultation with Public Health and mandates from CDE and our Governors. These protocols have been included in a Return to School plan (COVID Safety Plan) approved by our local Public Health Officer. These safety protocols include social distancing, increased sanitation, staying home and testing if you are sick.

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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 6                  | 21                                   |                                       |                                     |
| Mathematics           | 5                  | 19                                   |                                       |                                     |
| Science               | 4                  | 22                                   |                                       |                                     |
| Social Science        | 4                  | 28                                   |                                       |                                     |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 68                                   |                                       |                                     |
| Mathematics           | 2                  | 45                                   |                                       |                                     |
| Science               | 2                  | 43                                   |                                       |                                     |
| Social Science        | 2                  | 56                                   |                                       |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 56                                   |                                       |                                     |
| Mathematics           | 3                  | 38                                   |                                       |                                     |
| Science               | 2                  | 33                                   |                                       |                                     |
| Social Science        | 3                  | 41                                   |                                       |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

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

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 105   |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 9664                         | 1913                                | 7751                                  | 61359                  |
| District                                      | N/A                          | N/A                                 | 0.0                                   |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | 0.0                    |
| State   | N/A                          | N/A                                 | \$6,594                               |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 16.1                                  | -30.1                  |

## 2021-22 Types of Services Funded

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      |                 |  |
| Mid-Range Teacher Salary                      |                 |  |
| Highest Teacher Salary                        |                 |  |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 |  |
| Average Principal Salary (High)               |                 |  |
| Superintendent Salary                         |                 |  |
| Percent of Budget for Teacher Salaries        |                 |  |
| Percent of Budget for Administrative Salaries |                 |  |

## 2021-22 Advanced Placement (AP) Courses

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

|  |   |
|--|---|
| <b>Percent of Students in AP Courses</b> | 0 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

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: SEL Learning, Trauma Informed Schools training, Science standards training, STEM & STEAM training, Math training, School Safety Training, Title IX Training, Personalized Learning Conference, California Charter School Association Training, School Climate Conference, CPR and First Aid Training, Career Technical Education Training, Schools Dashboard Training, CAASPP and ELPAC Training, Curriculum Customization training for Renaissance, STAR Assessments, Schools PLP, Odyssey ware, School Counselor Training, Aeries Training, ESCAPE Training, Payroll and HR training, BINAX and COVID testing training.

Staff meetings are held each Friday morning whereby individual student progress is discussed, staff participates in CCSS professional development opportunities, data is analyzed and school planning is discussed.

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

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3       | 3       |         |