Tehama eLearning Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

This year is our 22nd 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 online 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 core courses are "open entry" / "open exit" and students may access them twenty-four hours a day seven days a week. Engaging and enriching onsite elective classes provide for a variety of courses for a well-rounded educational experience.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	9
Grade 9	17
Grade 10	16
Grade 11	37
Grade 12	36
Total Enrollment	116

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	50.9%
American Indian or Alaska Native	6.9%
Hispanic or Latino	19.8%
Two or More Races	14.7%
White	48.3%
English Learners	1.7%
Foster Youth	0.9%
Homeless	19.8%
Socioeconomically Disadvantaged	75.9%
Students with Disabilities	17.2%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	27.48	13.80	59.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	4.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	67.56	5.10	22.24	12115.80	4.41
Unknown	0.20	4.96	3.20	13.97	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	28.80	17.10	70.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	2.05	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	70.00	5.10	21.23	11953.10	4.28
Unknown	0.00	0.80	1.50	6.31	15831.90	5.67
Total Teaching Positions	5.00	100.00	24.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	3.50	3.50
Total Out-of-Field Teachers	3.50	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020 3) Freckle Intervention Lessons online 2023/2024	Yes	0%
Mathematics	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020 3) Freckle Intervention Lessons 2023/2024	Yes	0%
Science	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020	Yes	0%
History-Social Science	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020	Yes	0%
Foreign Language	1)Comprehend/Bright Thinkers-2023/2024	Yes	0%
Health	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020	Yes	0%
Visual and Performing Arts	1) Comprehend/Bright Thinkers- 2023/2024 2) Odysseyware-2019/2020	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Tehama eLearning Academy is a non-classroom based charter school which is located in Red Bluff, California. Our building has two large classrooms, nine intermediate size offices, along with 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 16, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	33	25	25	47	46
Mathematics (grades 3-8 and 11)	5	2	5	5	33	34

2022-23 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
All Students	58	58	100.00	0.00	32.76
Female	25	25	100.00	0.00	36.00
Male	33	33	100.00	0.00	30.30
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	45.00
White	23	23	100.00	0.00	26.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	36.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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
All Students	58	58	100.00	0.00	1.72
Female	25	25	100.00	0.00	0.00
Male	33	33	100.00	0.00	3.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	5.00
White	23	23	100.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	2.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.15	17.19	--		29.47	30.29

2022-23 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
All Students	66	64	96.97	3.03	17.19
Female	29	29	100.00	0.00	10.34
Male	36	34	94.44	5.56	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	20.00
White	27	26	96.30	3.70	11.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	21.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Four Career Technical Educational pathways are offered to students at Tehama eLearning Academy; Business, Education, Medical and Hospitality. 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. CTE Lead 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 and Trade School Programs. Students attended Concrete Day at Chico State University, and Trades Day in Corning, along with Career Day for Middle School and Career Day for High School in Tehama County. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	81
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	50.94
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100
Grade 9	75	75	75	75	75

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.7	5.9	4.7	14.3	13.3	7.1	9.4	7.8	8.2
Graduation Rate	67.4	91.2	76.7	58.9	84.4	75	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	33	76.7
Female	24	20	83.3
Male	18	12	66.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	22	17	77.3
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	37	28	75.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	162	154	30	19.5
Female	79	76	14	18.4
Male	80	75	15	20.0
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	8	8	1	12.5
Asian	0	0	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	33	31	7	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	20	1	5.0
White	80	75	19	25.3
English Learners	4	3	0	0.0
Foster Youth	3	3	1	33.3
Homeless	29	28	5	17.9
Socioeconomically Disadvantaged	125	119	26	21.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	28	25	6	24.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 2023. The plan will be reviewed and approved at the December 14th 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. This year we will have a School Site Survey from a local law enforcement officer to help us update our School Safety Plan. We received local stakeholder feedback from students and parents by utilizing a local survey during the month of October, 2023. An in-person feedback session was held with all staff on November 3, 2023. This information was utilized in making safety and program improvements including increasing focus on education and supports around mental heath and suicide prevention. 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. COVID 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.

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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	91	0	0
Mathematics	3	45	0	0
Science	2	42	0	0
Social Science	3	51	0	0

2022-23 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	116

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,607	
Percent Difference - School Site and State	N/A	N/A	16.1	-30.1

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
Total AP Courses Offered 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,

Professional Development

School Counselor Training, Aeries Training, ESCAPE Training, Payroll and HR 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3