

Tehama County Special Education

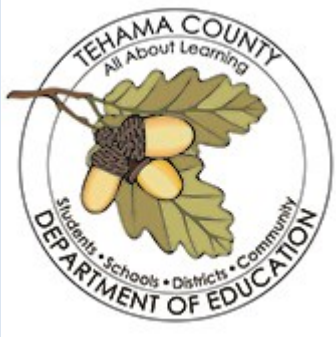
900 Palm Street • Red Bluff, CA 96080 • (530) 527-8581 • Grades P-Adult

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<https://www.tehamaschools.org/Departments/Special-Education/index.html>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Tehama County Office of Education

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Assistant Superintendent, SELPA & Special Education

Mark Pfaff
Special Education Director

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School Description

The mission of the Tehama County Special Education Department is to provide individualized education focused on high performance for all students in a safe supportive environment that promotes diversity, self-discipline, and motivation in learning.

The goal of the Tehama County Department of Education, Special Education staff is to provide students with a supportive environment that fosters skills in creativity, communication, collaboration, and critical thinking.

The vision of the Tehama County, Special Education team is to join the parents and community to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

The Tehama County Department of Education operates special education classes for students with disabilities. The classes are provided through an agreement with the Tehama County SELPA and are available to all of the school districts and LEAs within the county. All classrooms are located on school sites based on age configuration and geographic location. A description of the classrooms follows.

Tehama County Department of Education serves students with moderate to severe disabilities. The students have a wide range of disabilities that may include autism, cognitive, orthopedic impairments, and multiple disabilities.

Deaf/Hard of Hearing Services (PreK-Adult) provide services for both pre and post-lingually deaf or hard-of-hearing. Some of the students speak for communication, speak and sign, or only sign.

About the SARC

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

- For more information about SARC requirements 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	3
Grade 2	5
Grade 3	2
Grade 4	6
Grade 5	2
Grade 6	4
Grade 7	3
Grade 8	1
Grade 12	12
Total Enrollment	41

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
Hispanic or Latino	34.1
White	51.2
Two or More Races	7.3
Socioeconomically Disadvantaged	41.5
English Learners	12.2
Students with Disabilities	97.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Tehama County Special	18-19	19-20	20-21
With Full Credential	3	3	4
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tehama County Office	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Tehama County Special Education

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Instructional materials and curriculum are aligned to state standards and per-school foundations and to meet individual goals on student individual education plans. All students have equal access to core curriculum adopted at individual school sites. Deaf and Hard of Hearing Students have full access to the general core curriculum adopted at the sites they are served at, which can vary across the county.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems and News2You The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	District of location The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	District of location The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	District of location Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Regional Programs, operated by the county office of education exist at three school sites - Metteer and Gerber for Special Education Preschool, Gerber Elementary for the County Office Regional Special Education program and the Palm Street for the 18-22 year old Tehama Adult Learning Center (TALC) program. Adult supervision is available at all local school sites from about 30 minutes prior to the start of school until about 15 minutes after school is over or until the last school bus arrives to take students home. Adult supervision is provided in the cafeteria and on the playground for students who arrive prior to the start of school. Teachers are also available in their classrooms both before and after school for students who are either unable or prefer not to be outside. For classrooms that are not located on school sites, adult supervision is available from about 30 minutes prior to the start of school in the morning until the children leave for home.

Classroom visitors must adhere to the procedures for the school site where the classroom is located. Local school sites require that all visitors sign in at the office and obtain a visitor's pass before going onto campus. Visitors to classroom not located on a school site may check in directly with the teacher in charge. (Visitors/Outsiders SP 1250(a), February, 2011).

All special education classrooms have at least 900 square feet of instruction space. Special education classes located at Metteer School are located in a 1440 square foot building that was originally constructed in 1994 and remodeled in 2018. Classrooms are designed to provide areas for large group, individual, and small group learning activities. In addition, the classroom has a small kitchen and a laundry area for teaching daily living skills. There are bathroom facilities for children and staff located in the same building. There is also a small office space for staff and curriculum storage.

All facilities are cleaned on a daily basis. Safety inspections are conducted monthly to ensure the sites are clean and safe. Maintenance staff ensures that all repairs necessary to keep the sites in good repair are completed in a timely manner. A Maintenance Request Form is used to ensure efficient service on any and all site related issues. A daytime custodial staff member was just hired to support classrooms.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: 11/30/2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	--	N/A	23	N/A	50	N/A
Math	--	N/A	13	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Regionalized County-Operated Special Education program and services are located at school sites throughout Tehama County, parents are encouraged to participate in events at the school site where their child's classroom is located. In addition to regular school events such as open house, parent conferences, holiday programs, etc., parents are invited to participate in their child's IEP meetings and in Community Advisory Committee meetings. The Community Advisory Committee meets regularly throughout the year. It provides an opportunity for parents to network with other parents of disabled children, to learn more about special education, and to have input into the development of special education programs.

The SELPA Community Advisory Council (CAC) is active and representative of districts across the county. The parents who make up the CAC are also resources to other parents and work directly with the SELPA Administration on development at the local level and legislative efforts at the state level. We have over 1/2 of our districts represented on our CAC. We have had parents involved in our SELPA Governance meeting as well to come and discuss community events that are related to students and youth with disabilities. Additionally, we have parent representation on our LEA Medi-Cal collaborative group. Our parents representing our CAC will have the opportunity to engage further this year with our county wide Alternative Dispute Resolution team.

Transition meetings are held for students transitioning in or out of our programs to other schools within the boundaries of Tehama County SELPA.

Our county also has several events throughout the year specifically for our students with disabilities that involves parents. One event is High Hoops. It is an event where students with disabilities engage in a basketball tournament. Families are involved and encouraged to attend the event. We also host a regional Special Olympics, every year. Parents are heavily involved on the committee and invited to attend the event. Although we were unable to host these events last year due to the COVID-19 Pandemic, we continue working towards hosting these events when it is deemed safe to do so. Even with the pandemic the committee and administration provided a video message to all athletes and their parents, providing them with at home activities to keep the message and intent of these events going.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

School safety plans vary from site to site and include procedures to address the following types of emergencies: fire, earthquake, emergency drills, intruders on campus, bomb threats, but accidents, drugs/weapons possession, discipline, student accountability/release, etc. Plans also outline procedures for allowing visitors on campus and providing crisis intervention support to students and staff. Each school site collaborates with and practices with the school site regarding their safety plans.

Safety policies were reviewed in fall of 2020 with all staff, including additional safety precautions related to the COVID-19 Pandemic . TCDE operated classrooms follow the safety plans of the hosting school. TCDE has a safety committee that assists in improving safety measures at all TCDE sites and a Special Education Director sits on that committee. We continue to implement safety plans and recommendations from the committee. Our department has begun to use the platforms of School Messenger and CATAPULT to disseminate information faster and more accurately during emergency drills and times of emergency. The Department will also implement long range radios this school year to ensure all staff and sites have the ability to communicate during any potential emergencies.

A Visitors/Outsiders policy SP 1250(a) was adopted in February, 2011 in order to assist us in maintaining safety for our students. Parents/legal guardians wishing to visit and observe their child’s classroom are welcome to schedule such visits with the classroom teacher; such visits will generally be scheduled by the teacher for time periods that will most enhance their instruction and activities in the classroom, while minimizing disruption of other students. To maintain the instructional integrity of the classroom, visitors are requested to schedule no more than one thirty minute visit per week. Visitations may not be made when tests/examinations are being administered. All visitors agree to maintain confidentiality of all students in the classroom. Any disruption by a visitor will result in termination of that individual’s visit. To see the full contents of the Visitors/Outsiders policy, or for details on how to become involved at your child’s school, please contact Veronica Coates at (530) 527-8614.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	3.8
Speech/Language/Hearing Specialist	5.8
Resource Specialist (non-teaching)	1
Other	6.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
2	2	1										
4					7	1						
5					1	1						
Other**	8	1			7	1			5	5		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Tehama County Department of Education (TCDE) Speech and Language Pathologists and Special Education Teachers take part in a regular professional learning community professional development. Areas these groups have received training are as follows: Alternative Augmentation Services, Social Language, Direct Treatment Protocol, Autism Assessments and Interventions, Behavior and Data Collection, Crisis Prevention Intervention, and The Nurtured Heart Approach, a strengths based intervention, Inclusion/Inclusive Practices, Our Department, along with the county office of education, have participated in a multi-year Social Emotional Learning (SEL), initiative and continue to have many of our staff involved and engaged in this work. Our Department also has an administrator who is the regional lead for the California Autism Professional Training and Information Network (CAPTAIN) and he has provided multiple trainings and coaching opportunities for all staff, including paraprofessionals. Teachers are also supported after professional development through coaching and observations. Additionally, during the time of COVID-19 Pandemic our department has provided multiple and ongoing trainings on remote and virtual learning and IEP development. Lastly, other areas of intensive focus in the area of professional development have been Alternative Dispute Resolution, Social / Emotional Supports, Suicide Interventions and Post-Vention, and Equity/Social Justice.

FY 2018-19 Teacher and Administrative Salaries

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

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

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

Types of Services Funded

All of our programs are considered categorical and are funded through I.D.E.A. (Individuals with Disabilities Education Act), and include the following:

- Exception Needs Preschool
- Exceptional Needs Elementary
- Exceptional Needs Intermediate
- Tehama Adult Learning Center
- Education Specialist Staff
- Brailist/Visually Impaired
- Orientation and Mobility
- Aurally Disabled
- Deaf/Hard of Hearing Program
- Adaptive Physical Education
- Occupational Therapist
- Orthopedic Impaired
- Mobile Therapy Unit
- Speech and Language Services
- Nursing and Health Services Staff
- Behavior Intervention Staff

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	23,086	23,050	36	66,309
District	N/A	N/A	----	
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	----	-0.8
School Site/ State	-198.2	----

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