Tehama County Special Education
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Tehama County Special Education
Street	900 Palm Street
City, State, Zip	Red Bluff, CA 96080
Phone Number	(530) 527-8581
Principal	Mark Pfaff and Loreina Santana
Email Address	mpfaff@tehamaschools.org and lsantana@tehamaschools.org
School Website	https://www.tehamaschools.org/Departments/Special-Education/index.html
County-District-School (CDS) Code	52 10520 6069462

2021-22 District Contact Information

District Name	Tehama County Office of Education
Phone Number	(530) 527-5811
Superintendent	Richard DuVarney
Email Address	rduvarney@tehamaschools.org
District Website Address	www.tehamaschools.org

2021-22 School Overview

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 services, supports, and cprograms are provided through an agreement with the Tehama County SELPA and are available to all of the school districts and LEAs within the county of Tehama. 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: Tehama Extenstive Needs (TENS) 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 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 at multiple school sites throughout the county of Tehama.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	2
Grade 3	6
Grade 4	2
Grade 5	6
Grade 6	3
Grade 7	4
Grade 8	4
Grade 12	6
Total Enrollment	39

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.1
Male	76.9
American Indian or Alaska Native	2.6
Black or African American	2.6
Hispanic or Latino	25.6
Two or More Races	5.1
White	59
English Learners	7.7
Foster Youth	2.6
Socioeconomically Disadvantaged	56.4
Students with Disabilities	100

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

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

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)	8.0	66.9	13.8	59.5	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	8.3	1.0	4.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.1	22.2	12115.8	4.4
Unknown	3.0	24.8	3.2	14.0	18854.3	6.9
Total Teaching Positions	12.0	100.0	23.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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)	15.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Students recieving Deaf/Hard or Hearing Services or enrolled in the regional DHH program have full access to the general core curriculum adopted at the sites they are served at, which can vary across the county.

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
Reading/Language Arts	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
Mathematics	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
History-Social Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems and News2You	Yes	0%
Foreign Language	NA		NA

Health	District of location			Yes	0%
Visual and Performing Arts	District of location			Yes	0%
Science Laboratory Equipment (grades 9-12)	District of location				0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	November 2021

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	Overall, the building are getting very run down due to age and extreme use. Some flooring needs replaced as do some ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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):

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	1	4.17	95.83	--
Female	--	--	--	--	--
Male	17	1	5.88	94.12	--
American Indian or Alaska Native	0	0	0	0	0
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	--	--	--	--	--
White	16	1	6.25	93.75	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	1	6.67	93.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	1	4.17	95.83	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	1	4.17	95.83	--
Female	--	--	--	--	--
Male	17	1	5.88	94.12	--
American Indian or Alaska Native	0	0	0	0	0
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	--	--	--	--	--
White	16	1	6.25	93.75	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	1	6.67	93.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	1	4.17	95.83	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Regionalized County-Operated Special Education program and services are located at school sites throughout Tehama County, parents/families/caregivers 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/families/caregivers to network and collaborate with other parents of students with disabiliutes, to learn more about special education, and to have input into the development of special education programs within in their community.

The SELPA Community Advisory Council (CAC) is active and representative of districts across the county. The parents/families who make up the CAC are also resources to other parents/families 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 and are currently working on recruitment efforts for other LEAs who can nominate members to the 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 parents/families/caregivers representation on our LEA Medi-Cal collaborative group. Our parents/families/caregivers representing our CAC will have the opportunity to engage further this year with our county wide Alternative Dispute Resolution team in some planned activities and professional development around parents/families/caregiver needs, inclusion, and disability awareness. We have added a new position within our department, Director of Student, Family, and District Support. This position focuses on Alternative Dispute Resolution (ADR) providing and organizing for neutral support for parents/families/caregivers when they are engaged in a dispute with the district or school their child attends, or before the dispute even occurs, preventing it!

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

2021-22 Opportunities for Parental Involvement

the committee and invited to attend the event. We ahve hosted modifications for these events during the COVID-19 pandemic. We also have several events planned this year focusing on parent/family/caregiver support.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	40	23	57.5
Female	10	10	6	60.0
Male	37	30	17	56.7
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	2	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	9	9	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	30	26	13	50.0
English Learners	5	4	4	100.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	25	23	12	52.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	40	23	57.5

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.00	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

2020-21 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

2021-22 School Safety Plan

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 dissimilate 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	7	1		
5	1	1		
6				
Other	7	1		

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	5	5		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	5	5		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	0
Other	1.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	44,537	44,307	230	70,347
District	N/A	N/A	----	
Percent Difference - School Site and District	N/A	N/A	----	-0.8
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-189.4	----

2020-21 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:
- Preschool: Extensive Needs
- Tehama Extensive Needs (TENS) (K-8)
- Tehama Adult Learning Center (TALC 18-22 year adult program)
- Education Specialist Staff (K-12)
- Brailist/Visually Impairment (K-12+)
- Orientation and Mobility (K-12+)
- Aurally Disabled (K-12+)
- Deaf/Hard of Hearing Program and Services (K-12+)
- Adaptive Physical Education (K-12+)
- Occupational Therapist (PreK- Adult)
- Orthopedic Impairment (PreK- Adult)
- Mobile Therapy Unit (MTU) (PreK- Adult)
- Speech and Language Services (PreK- Adult)
- Nursing and Health Services Staff (K-12+)
- Mental Health/Behavior Staff (K-12+)
- Assistive Technology (PreK-12+)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

Professional Development

Areas that are staff 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. We have a renewed and concentrated focus on Alternative Dispute Resolution (ADR). Inclusive Practices are an area that is also a focus this year.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	6	3

Tehama County Office of Education
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Tehama County Office of Education

Phone Number	(530) 527-5811
Superintendent	Richard DuVarney
Email Address	rduvarney@tehamaschools.org
District Website Address	www.tehamaschools.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	10	25.64	74.36	--
Female	11	3	27.27	72.73	--
Male	28	7	25.00	75.00	--
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	--	--	--	--	--
White	22	4	18.18	81.82	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	8	29.63	70.37	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	4	13.79	86.21	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	10	26.32	73.68	--
Female	11	3	27.27	72.73	--
Male	27	7	25.93	74.07	--
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	--	--	--	--	--
White	22	4	18.18		--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	8	30.77	69.23	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	4	13.79	86.21	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.