

# Tehama County Special Education

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

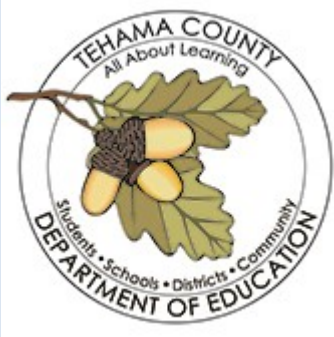
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<http://www.tehamaschools.org/department/special-education/special-schools-services>



## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Tehama County Office of Education**

1135 Lincoln St.  
Red Bluff, CA 96080  
(530) 527-5811  
[www.tehamaschools.org](http://www.tehamaschools.org)

### **District Governing Board**

Betty Brown  
Carolyn Steffan  
Pam Begrin  
Amanda Harter  
Elizabeth Gonzalez

### **District Administration**

Richard DuVarney  
**Superintendent**  
Karin Matray  
**Associate Superintendent**  
Veronica Coates  
**Executive Director, SELPA & Special  
Education**

### **School Description**

The mission of the Tehama County Special Schools and Services 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 Special Services 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 Schools and Services 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 Learning Center Primary K-4 Program serves primary students with severe cognitive, physical disabilities, language, and /or students with autism or autistic behaviors.

Tehama Learning Center Intermediate (4-8) serves students with moderate/severe disabilities. The students have a wide range of disabilities that may include autism, cognitive, orthopedic impairments, and multiple disabilities.

Deaf/Hard of Hearing Program (K-12) provide comprehensive, individualized academic instruction using the student's primary language of sign. Students are both pre and post-lingually deaf or hard-of-hearing. Some of the students speak for communication, speak and sign, or only sign. Students typically have severe expressive and receptive language delays.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	1
Grade 1	5
Grade 2	2
Grade 3	4
Grade 4	5
Grade 6	5
Grade 7	3
Grade 8	4
Grade 12	1
Ungraded Secondary	11
<b>Total Enrollment</b>	<b>41</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	0
White	58.5
Two or More Races	4.9
Socioeconomically Disadvantaged	56.1
English Learners	19.5
Students with Disabilities	100
Foster Youth	2.4

## 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			
Tehama County Special Education	15-16	16-17	17-18
With Full Credential	5	5	2
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Tehama County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	2
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tehama County Special	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "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 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities  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  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  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  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	NA Percent of students lacking their own assigned textbook: NA
Health	District of location Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	District of location Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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)

Adult supervision is available at 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 Berrendos School are located in a 5,750 square foot building that was originally constructed in 1978 and then remodeled in 1982. Classrooms are designed to provide areas for large group, individual, and small group learning activities. In addition, most classrooms also have a kitchen and a laundry area for teaching daily living skills. Separate bathroom facilities for men and women are located within the same building. When not used for instruction, the kitchen also serves as a space for relaxation and a break area for staff.

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	6	0	23	30	48	48
Math		0	10	17	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	38	34	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	16	16	100	0
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	12	11	91.67	0
Socioeconomically Disadvantaged	11	11	100	0
English Learners	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	16	15	93.75	0
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	12	11	91.67	0
Socioeconomically Disadvantaged	11	10	90.91	0
English Learners	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

Because county-operated programs 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 CAC is active and representative of districts across the county. The CAC parents are also resources to other parents and work directly with the SELPA director on policy development at the local level and legislative efforts at the state level.

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

**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 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.

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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	8	8	6	1	1	1						
Other	7	7	9	2	2	1						

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

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: Assessment of the English Language Learners, Social Language, Direct Treatment Protocol, Multi-Tiered Systems of Support, Patterns of Strengths and Weaknesses, Assessments related to dyslexia, Autism Assessments and Interventions, Behavior and Data Collection, Crisis Prevention Intervention, and The Nurtured Heart Approach, a strengths based intervention. Teachers are supported after professional development through coaching and observations.

FY 2015-16 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		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$19,701	\$19,202	\$499	\$66,571
District	◆	◆	----	
State	◆	◆	\$6,574	
Percent Difference: School Site/District			----	-0.8
Percent Difference: School Site/ State			-91.2	----

\* Cells with ◆ do not require data.

### 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Tehama County Special Education	2013-14	2014-15	2015-16
Dropout Rate		0	
Graduation Rate		100	
Tehama County Office of Education	2013-14	2014-15	2015-16
Dropout Rate		20.5	
Graduation Rate		68.18	
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State

### Career Technical Education Programs

Those of our Tehama County Department of Education high school students who participate in the California Alternative Assessment are issued a certificate of completion if course work requirements are met. The focus on their education is a functional skills curriculum. The majority of our Deaf and Hard of Hearing Students in high school take coursework leading to a diploma. In the event that a student required college preparatory classes, he/she would have access to the general education courses available from the local school site. Students who are capable participate in community-based activities such as recycling, grocery shopping, banking, and in some cases, work experience. High school aged students may also attend career/vocational classes available at their school site, based on their IEP and transition plan goals.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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