Tehama eLearning Academy

715 Jackson Street, Suite B • Red Bluff, California 96080 • 530-527-0188 • Grades K-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

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District Governing Board

Karin Matray

Lorna Manuel

Linda Houchins

Bobbie Crowell, Parent

Beau Junk, Student

District Administration

M. Karin Matray
Superintendent

Michelle Barnard
Principal

School Description

Tehama eLearning Academy offers a blended model including a full range of online academic courses as well as on-site core and elective courses for grades seven through twelve. Our mission is to provide an individualized standards-based education for students in Tehama and adjacent counties through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models and parental involvement resulting in skill mastery. We target any student who can benefit most from a self-paced, individualized instruction that is delivered on site or in the home via technology. We believe that given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and internet), strong instructional support, guidance from experienced teachers, a strong commitment from parents (or other caring adults), and a well-conceived virtual education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

Mission Statement
To provide the highest quality education through the use of innovative curriculum, quality academic service, and reliable technical support.

School Profile
Tehama eLearning Academy is a charter school that originally operated under the Mineral School District. Since 2013-14 it has operated as a charter school under Tehama County Department of Education.

Our school has about one hundred students. We provide students with an engaging and secure online neighborhood to complete coursework, improve academic skills, and master the Common Core State Standards. Support and tutoring are available electronically and onsite every school day. The courses are taught under the guidance of California certificated teachers who are experts in their academic fields. All of the courses are "open entry" / "open exit" and students may access them twenty-four hours a day seven days a week.

About 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	6
Grade 8	11
Grade 9	20
Grade 10	15
Grade 11	28
Grade 12	22
Total Enrollment	102

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	0.0
White	70.6
Socioeconomically Disadvantaged	82.4
English Learners	2.0
Students with Disabilities	15.7
Foster Youth	1.0

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 eLearning Academy	16-17	17-18	18-19
With Full Credential	4	4.5	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Tehama eLearning Academy	16-17	17-18	18-19
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tehama eLearning Academy	16-17	17-18	18-19
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 2018-19)

The current online curriculum consists of the following programs which are available to students 24 hours/day.

1) A+LS
2) Comprehend Curriculum
3) FYI Curriculum
4) Edgenuity
5) I-Ready Lessons

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	1) A+LS 2) Comprehend 3) Edgenuity 4) iReady Lessons **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	1) A+LS 2) Comprehend 3) Edgenuity 4) iReady Lessons **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	1) A+LS 2) Comprehend **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	1) A+LS 2) Comprehend **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	1) Edgenuity **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Health	1) A+LS 2) Comprehend **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	1) A+ 2) Comprehend **The textbooks listed are from most recent adoption:** Yes **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:** NA

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tehama eLearning Academy is a charter school which is located in Red Bluff, California. The 4,500 sq. ft. facility has four intermediate size offices and three small classrooms which are used by students and teachers. The school location is convenient for families and students and accessible by the county bus line.

The principal ensures that the cleaning and maintenance of the school is a priority. Custodial staff ensures the facility is cleaned on a nightly basis and maintenance staff respond in a timely manner when the need arises. The district has adopted cleaning standards for the school. A summary of these standards is available at the district office for review.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	26.0	16.0	30.0	33.0	48.0	50.0
Math	7.0	4.0	17.0	19.0	37.0	38.0

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						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	**	**	**
9	11.8	11.8	

* 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.

School Year 2017-18 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**
All Students	51	49	96.08	16.33
Male	20	20	100.00	5.00
Female	31	29	93.55	24.14
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100.00	9.09
White	37	35	94.59	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	12.50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18 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**
All Students	51	49	96.08	4.08
Male	20	20	100	0
Female	31	29	93.55	6.9
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100	0
White	37	35	94.59	5.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	5
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)
As each student is registered at Tehama eLearning Academy, a parent conference is held and a master agreement is signed. Parent-teacher conferences are offered each semester. Good communication is assured by weekly parent-teacher contact. Parent involvement is encouraged and parents have the opportunity to participate in the decision making process for both their students as well as the policies/procedures of the school. This parental input is facilitated by educational parent meetings at the school, parent surveys, parents attending Tehama eLearning Academy Governance Committee meetings, as well as the opportunity to meet with the principal at any time. A parent representative and a student representative serve as a voting member of the Governance Committee. Parents also serve on the school Safety Committee.

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
Safety of students and staff is a primary concern of all staff at Tehama eLearning Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials, state earthquake standards. The School Site Safety Plan was last reviewed and updated during the Spring of 2018. Staff and students have received training on Active Shooter situations. All revisions to the school safety plan were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills and Active Shooter drills are held as needed. Students are supervised on school premises by certificated staff, classified staff, and the principal. The school utilizes a safety committee that meets quarterly to review safety needs and recommend safety policies to the school Governance Committee.

There is a designated area for student drop off and pick up. Students and visitors are required to sign in and out at the main office when arriving and leaving campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	.05
Social Worker	N/A
Nurse	.025
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	0
Other	1.0 Resource Spec Teacher
Average Number of Students per Staff Member	
Academic Counselor	N/A

*   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 (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	7.0	6.0	5.0	18	22	27						
Mathematics	5.0	5.0	4.0	22	24	30						
Science	4.0	4.0	4.0	18	16	22						
Social Science	4.0	4.0	4.0	36	43	48						

*   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

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the school year, then sharing their experiences and knowledge with district colleagues. The district dedicated seven days to staff development annually for the past three years. Topics for staff development include: technology and instruction, evaluating testing data, mathematics instruction, school safety, social and emotional learning and learning records management. Staff have attended conferences in Trauma informed practices, and NGSS Science Standards.

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

FY 2016-17 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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,862.00	1,433.00	9,429.00	59,532.00
District	◆	◆	7,759	
State	◆	◆	$7,125	
Percent Difference: School Site/District			19.4	0.0
Percent Difference: School Site/ State			27.8	----

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

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

Tehama eLearning Academy	2014-15	2015-16	2016-17
Dropout Rate	13.5	14.3	3.0
Graduation Rate	75.7	85.7	66.7
Tehama eLearning Academy	2014-15	2015-16	2016-17
Dropout Rate	20.5	17.4	15.0
Graduation Rate	68.2	82.6	57.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	9.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	91.7	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	87.5	87.5	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	92.9	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	86.7	88.6
English Learners	0.0	0.0	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Two Career Technical Educational pathways are offered to students at Tehama eLearning Academy; Business, and Education. Each pathway includes courses to build skills and prepare students for entry level positions in these career fields, or future education. Partnerships have been developed with the local Job Training Center and Adult Education Program to provide students with Job ready skill development opportunities, as well as paid Work Experience. All CTE students participate in an onsite leadership class to ensure skill building in this important component. Our College and Career Counselor assists students with completion of Food Handlers Certification, FAFSA, and many College and Career exploration opportunities. Field trips were held to Manufacturing Day, STEM Career Day, and College campuses. Support for concurrent enrollment allows students to complete concurrently enrolled courses leading to industry recognized certifications such as the Assistant Permit on the Child Development Permit Matrix. We are tracking the number of students completing CTE courses, concurrent course completion, and certifications obtained.

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).

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.