

CHARTER OF THE

Tehama eLearning Academy

A CALIFORNIA PUBLIC CHARTER SCHOOL



California CDS Number 52-10520-6119671
Charter Number 0430

For the term July 1, 2018 – June 30, 2023

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AFFIRMATIONS and ASSURANCES

The authorized representative of the applicant, has certified that the information submitted in this application for renewal of the Tehama eLearning Academy Charter School is true to the best of his/her knowledge and belief; also, that this application does not constitute the conversion of a private school to the status of a public charter school; and further, that in the event of renewal, Tehama eLearning Academy:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.1 [Ref. California Education Code §47605(b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the Charter School.

Revision



TeLA Signature/Site Administrator

8/21/19

TCDE Board Approved Date

TeLA Charter: for the term July 1, 2018 – June 30, 2023

HISTORY

Tehama eLearning Academy is a dependent charter school of the Tehama County Department of Education. Formerly known as Mineral Charter School, started in 2002 by the Mineral School District Board of Trustees as a program to serve “at risk” students who were falling behind in their education. Initially a summer program, it was eventually moved to the non-profit organization at Tehama Ranch. After only a brief classroom and online program at the ranch, a partnership was formed with the Learning Center of Tehama County in January 2003. This non-profit corporation served “at risk” adults and provided them with basic education, GED, ESL, citizenship, and family literacy. Enrollment at this time grew from 16 students to 25 students.

For six years, the school operated in a small building adjacent to the Red Bluff Copy Center. In September 2007, due to growth in student population, the school moved to the large building adjacent to the Red Bluff Vision Center and furthered its mission to meet the needs of students by becoming an online learning academy. TeLA was granted initial WASC accreditation in 2008, and again received a six year accreditation in June, 2014.

Following lapsation of the Mineral Elementary School District on June 30, 2013, the Tehama County Department of Education became the Charter Authorizer and renewed the Charter through June 30, 2018.

Accomplishments from the Past Charter Term

Since 2014, Tehama eLearning Academy (TeLA), has continually improved its monthly attendance rate, currently averaging above 94%. Recent average daily attendance has ranged between 88-99 students. While continuing to serve families in Tehama and neighboring counties, students, families and staff have benefitted from a strong Local Control Accountability Plan (LCAP) and ongoing work to maintain continued WASC Accreditation.

	CBEDS enrollment	Annual ADA	P2 Attendance
2017-2018 (Data as of month 5)	85	89.55	94.13%
2016-2017	103	92.28	89.45%
2015-2016	99	88.56	89.20%
2014-2015	118	99.53	87.07%
2013-2014	127	118.54	
2012-2013	147	107.39	
2011-2012	147	117.2	
2010-2011	127	114.33	

In 2017, the charter was amended to include a student and a parent as voting members on the Governance Committee. Other efforts to increase parent involvement include parents serving on the social committee and safety committee. Parents participate in satisfaction surveys yearly, as well as giving input into curriculum on a yearly basis. Teachers have ongoing conversations with parents (at least weekly) to ensure good communication and progress toward meeting expected learning outcomes. TeLA makes formal Parent-Teacher conferences available to all families each semester.

Career Technical Education was added to TeLA in September on 2017, with two pathways available to students, Education and Business. Each pathway has a coherent sequence of courses to lead to a certificate in the pathway upon completion. Each pathway includes hands-on work in a community classroom to allow students to gain the knowledge and skills to gain employment in an entry level position upon completion or preparation to further study. A College/Career advisor has been added to our staff and is available four days per week to meet with students to develop education plans with concrete goals to help them in their next steps after high school graduation. Speakers, workshops and field trips offer an opportunity for college and career exploration and research.

All students participating in Career pathways also participate in school leadership. The school leadership class has been working to build local business partnerships, including participation in local Chamber of Commerce activities in the community. Additionally, we have increased student recognition by participating in monthly Elks Student of the Month luncheons, and yearly ACSA Star Student Awards, and Soroptimist Girl of Merit Award.

Tehama eLearning Academy has developed a core pathway for College Preparation students. These course offerings consist of A-G approved courses to prepare students for rigorous work at the University level.

Stakeholder engagement has increased in every area of school at Tehama eLearning Academy. Parent input and communication is a high priority beginning at the initial Master Agreement appointment, along with weekly contact between parent and teacher. Quarterly Family Nights offer social time for families as well as training and focus group sessions on matters of school safety, curriculum, and school programs. Parents serve on the Safety Committee, Governance Committee, and volunteer at school events.

TeLA now has a .8 FTE onsite credentialed principal, four full-time credentialed teachers, two hourly credentialed teachers, two paraprofessionals, and two new office staff members. Returning staff includes four full-time teachers, one hourly teacher, and one paraprofessional. Our credentialed teachers hold a variety of California single-subject certifications including English, Math, Science, Social Science/History, and Art, as well as, California Multiple-Subject certifications. Our Principal holds credentials to teach CTE Business and Education, the two

CTE pathways offered currently at our school. Additionally, TeLA now employs a Social-Emotional/College-Career Advisor.

To further support students in becoming college and career ready, the Bridges to College and Careers program offers weekly workshops for students with various topics to build college and career readiness. These trainings include interest surveys, personality assessments, career exploration, college exploration, FAFSA workshops, and field trips to colleges, and local trade and tech schools.

Charter Renewal Criteria

Tehama eLearning Academy demonstrated overall growth on the State Academic Performance Indicator between 2009 and 2012. Because TeLA is classified as a small school, it has not been assigned a similar school ranking number.

Year	# students	Base API
2009	58	573
2010	48	673
2011	62	646
2012	78	656

Tehama eLearning Academy uses multiple measures to show student achievement and growth. These data include high rates of attendance to show connectedness to school. Additionally, I-Ready and CARI testing data are used to demonstrate student learning and growth.

Students coming to Tehama eLearning Academy have nearly all experienced academic failure. In a student survey in 2016 of 107 students, 57% of students report coming to TeLA due to school failure or need for credit recovery. Another 59% report coming to TeLA due to anxiety at school, bullying or other social/emotional or medical challenges, or poor attendance (SARB) caused by these issues, at their previous school. 14% reported coming to TeLA so they could attend college or work. (Students reported in more than one category)

Of 32 students who recently transferred to TeLA after attending a more traditional high school, 31, or 97% are now doing better, as evidenced by an increase in GPA or an increase in the number of credits earned each month of enrollment. Nearly 70% have improved in both categories, GPA and credit attainment increase.

When students enter TeLA, they are given math and reading assessments. Over the past two school years, 2016/2017 and 2017/2018, 55 new students have come to TeLA and 98% of those new students (all except one) were below grade level in math at the time of enrollment. On average they were 3.4 grade levels below in math. Of these same students, 87% of them were below grade level in reading, at an average of 3.6 grade levels below.

100% of the incoming 7th grade students were behind in math; on average they were 4.3 levels behind according to I-Ready initial assessment. This means the average 7th grade student enrolling in TeLA is working at a second grade level in math and reading.

These data demonstrates the academic challenges our students face. It is evident that these students are not likely to score in the proficient rating on the state standardized tests. It is the goal of Tehama eLearning Academy to meet these students at the level they are at enrollment and help them move forward. The goal is that all students will demonstrate at least one year of growth and more when possible utilizing diagnostic testing. Our first year of i-Ready data demonstrates that 73% of our students demonstrated growth in math and 77% of our students demonstrated growth in reading.

TeLA continues to test students annually according to state requirements. While many students are still testing in the below standard range, we are making progress as a school in moving toward the standard. In 2016, the school was 123 points from meeting the standard, and 90 points from meeting standard in 2017. This 33 point growth is four times the state average growth.

	Tehama eLearning Academy			State of California			Red Bluff High School		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3%	0%	2%	16%	20%	20%			4.89%
Standard Met: Level 3	28%	21%	23%	28%	29%	28%			21.17%
Standard Nearly Met: Level 2	36%	23%	28%	25%	24%	23%			28.66%
Standard Not Met: Level 1	33%	57%	47%	31%	28%	28%			45.28%

All Grades - ELA									
Overall Achievement									
	Tehama eLearning Academy			State of California			Red Bluff High School		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3%	0%	2%	16%	20%	20%			4.89%
Standard Met: Level 3	28%	21%	23%	28%	29%	28%			21.17%
Standard Nearly Met: Level 2	36%	23%	28%	25%	24%	23%			28.66%
Standard Not Met: Level 1	33%	57%	47%	31%	28%	28%			45.28%

All Grades - Mathematics									
Overall Achievement									
	Tehama eLearning Academy			State of California			Red Bluff High School		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	0%	0%	0%	14%	17%	18%			4.46%
Standard Met: Level 3	6%	6%	7%	19%	20%	20%			13.38%
Standard Nearly Met: Level 2	37%	19%	18%	29%	28%	27%			29.30%
Standard Not Met: Level 1	57%	75%	76%	38%	35%	36%			52.87%

Tehama eLearning Academy has worked to increase its graduation rate and decrease its drop out rate. The most recent rates are better than the state average.

District	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Grad	Drop-out								
Corning High School	87.9	9.9	86.1	9.6	85.4	13.7	87.1	10.0	89.6	8.8
Los Molinos High School	84.8	13.0	90.4	9.6	86.2	13.8	93.3	4.5	97.2	2.8
Mineral eScholar/TeLA	58.1	27.9	60.0	28.6	46.2	38.5	84.4	12.1	89.0	8.1
Red Bluff High School	78.9	16.1	85.6	10.3	80.3	13.4	84.6	11.7	90.3	6.8
Tehama Total	79.1	16.3	84.2	11.8	80.4	15.0	84.4	12.1	89.0%	8.1%
State Total	77.1	14.7	78.9	13.1	80.4	11.4	81	11.5	82.3%	10.7%

Reasons Why Students Come to TeLA <i>Based on Fall 2016 data with 107 Students on record</i> <i>(When giving responses, students could indicate more than one category.)</i>		
Reason	Number	Percentage
School Failure/Credit Recovery	61	57%
Anxiety/Health/Bullying/Other*	60	57%
Juvenile Hall	3	3%
Community Day	4	4%
College	2	2%
SARB	2	2%
Work	13	12%
504	3	3%
Sp. Ed.	16	15%
* Pregnant, Religious, Death, Undocumented, Family Stresses		

ELEMENT 1 – Educational Program

School Description

Tehama eLearning Academy provides individualized instruction to any student who can benefit from a self-paced, personalized educational program delivered on site and in the home via technology. WASC accreditation and the Focus on Learning cycle is an integral part of continued improvement to support student learning. The school program includes online curriculum accessed by all students, monitored by full-time California certificated teachers, who consistently engage in highly relevant professional development based on student needs. Apart from online instruction, direct targeted instruction and small group intervention based on assessment screening during initial diagnostic assessment is also included. Ongoing progress monitoring that includes a second and third diagnostic assessment ensures that instruction and intervention remains relevant and effective. Focused one to one reading and math support through reading intervention, math lab, and resource support as well as tutoring is always available for students onsite through highly qualified teachers. To support a broad course of study, enriching and engaging elective courses are offered to all students. These classes include art, yearbook, physical education, and Career Technical Education (CTE). All classes are transferable to other public schools, including community colleges and universities. This information is clearly communicated to parents and students. Tehama eLearning Academy offers a complete pathway of college prep courses offered that are A-G approved. This provides opportunity for students to be college and career ready. Academic advising and social/emotional support is available to all students.

Academically gifted students, and those interested in the experience are challenged to enroll in local community college courses to enrich their educational experience. Support, including financial help for class and material costs, is provided to these students when needed.

Learning Environment Overview

Tehama eLearning Academy uses a diagnostic prescriptive learning model. Prior to enrolling, each student prior to enrolling is assessed in both reading and math. Based on the results, students are assigned an individual prescription of lessons, which will allow the student to fill in the gaps in reading, and math. In addition, when a student scores below basic in either reading or math, they are required to be enrolled in either a small group or individual tutoring class. Students in seventh through tenth grade are required to attend at least two 3-hour days per week in a traditional class setting. These course sessions are designed to provide enrichment in math and language arts while focusing on the “common core standards” which require students to work in a social setting.

TeLA uses the technology to deliver a standards-aligned online curriculum that is accessible to students at any time. TeLA's Expected Schoolwide Learning Results (ESLR's) state that students

will learn to be: “self-directed learners, effective communicators, contributing members of society, and demonstrate the ability to think critically.” The school's approach to teaching/learning provides a unique opportunity for students who have been unsuccessful in a traditional school setting, including dropouts, pregnant teens, academically challenged, foster children, wards of the court, or students who wish to accelerate their high school work.

Teachers holding a California teaching credential oversee the learning of each child in their class by reviewing each student’s work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent/guardian (or other responsible adult) on a weekly basis. Student online course progress is tracked daily by their facilitating teacher. Teachers know what time and how long the student was online, current grade, lessons completed, and credits earned. The tracking system is designed to show overall whether or not the student is on track. Teachers will review the academic progress and attendance of their students on a regular basis using the features provided by the online course programs. Students who are achieving below expected academic levels will have one or more of the following characteristics: slower progress towards completing lesson assignment goals, missed days of attendance, and/or have retaken lesson/unit assessments multiple times. Teachers also grade student work, initiate progress reports, and are available daily via phone, instant message or email when students (or adults) have questions. In addition, parents/guardian are encouraged to log in to their student’s classroom to view student progress throughout the semester.

Mission

The Tehama eLearning Academy 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/guardian involvement resulting in skill mastery.

Educational Philosophy

An educated person can be defined as someone who not only has a solid understanding of concepts from the core academic subjects, but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology. Tehama eLearning Academy believes 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/guardians (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.

The goals of TeLA’s educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners

- Empowering the parent/guardian to support student achievement
- Offering flexibility and choices to increase student interest in learning
- Using a variety of lessons, activities, and modalities to improve student achievement
- Striving for mastery of all skills by every student
- Developing reflective learners
- Developing technology literate students

Curriculum and Instruction

Student core subjects will be accessed online utilizing various Common-Core Aligned Curriculum. This research-based direct instruction model provides learning utilizing the following tools:

- Study Guides that teach students the concepts and skills associated with each lesson
- Practice Tests or Quizzes that allow students to work through practice exercises while providing immediate feedback as well as access to the study guide
- Mastery Tests that determine whether students have learned the lesson material
- Constructed Responses or Essays that help students analyze, synthesize, and evaluate concepts from reviewed lesson content

Special Populations

Upon identification, all English Language Learners will be assessed for English proficiency using the state mandated English proficiency assessment in accordance with state requirements. Data will be monitored and lessons adapted to address English proficiency levels.

Instruction for English Learner students will include California ELA/ELA Standards-based Designated English Language Development and Integrated English Language Development lessons, both on site and online.

Tehama eLearning Academy teachers will be CLAD or BCLAD certified. Teacher professional development opportunities will address California ELA/ELD Standards implementation and family engagement. Online and hardcopy supplemental ELD materials will be provided for students and families.

Tehama eLearning Academy will implement a Student Study Team (SST) with a trained group of individuals who, upon student referral, will discuss with the parents/guardian and teachers any concerns of that family or teacher that are related to the educational or social achievement of the student.

With regard to meeting the needs of special education students, Tehama eLearning Academy is linked directly to the Tehama County Department of Education providing the flow of special education services and/or funding to Tehama eLearning Academy students in accordance with Education Code section 47646. Tehama eLearning Academy shall contribute an equitable share of its charter school block grant funding to support countywide special education instruction and services pursuant to section 47646(c).

Services for students with special education needs will be provided by Tehama eLearning Academy as a participating Local Education Agency (LEA) member of the Tehama County Special Education Local Plan Area (SELPA), in accordance with the SELPA's regulations. Tehama eLearning Academy will comply with all state and federal laws regarding students with disabilities.

Tehama eLearning Academy shall be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act (ADA). All facilities of Tehama eLearning Academy shall be accessible for all students and adults with disabilities in accordance with the ADA.

Tehama eLearning Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by Tehama eLearning Academy.

ELEMENT 2 – Measurable Pupil Outcomes

Tehama eLearning Academy staff, members of the Governance Committee and the Tehama County Board of Education, and Tehama County Department of Education administration share a common vision for student success that is measurable and meaningful.

Student outcomes are based upon instructional state standards and curriculum which is aligned with the state priorities in the TeLA LCAP, which has been submitted to Tehama County Department of Education and the State of California, and is updated annually. Content standards are derived from the current state standards. We view it as our responsibility to educate the whole child, and that the tools for success lie in a strong foundation in academic content. Therefore, we will have both academic goals and non-academic goals, as outlined below.

Academic Goals:

1. Students will participate in a curriculum that is aligned with the California Common Core Standards:
 - In all grades, students will participate in a curriculum aligned to the California Common Core standards, attaining the knowledge and skills that California has identified as important in each subject area.

- Students will participate in school-based assessment reporting programs and State Standardized Testing. Students will work to improve both their school-based assessments and their California standardized tests scores.
2. Students will demonstrate ongoing growth in grade-level proficiency in language arts.
 3. Students will demonstrate grade-level proficiency in mathematics.
 4. Students will develop a foundation of knowledge and skills in a wide array of academic and elective disciplines:
 - Students will work to use this base of information to understand the important connections among these disciplines using them to approach problem-solving and application in daily living from multiple perspectives.
 5. Students will work to develop critical reasoning and higher-order thinking skills:
 - Students will work to use problem-solving and analytical techniques on open-ended questions as per grade level standards.
 - Students will work to develop the ability to recognize alternative positions and evaluate their validity as per grade level standards.
 - Students will work to develop their abilities to analyze, synthesize, evaluate, and apply their knowledge.
 6. Students will participate in elective courses that expand learning and provide enriching opportunities in art, recreation, community service, student leadership, and other unique areas of growth.

Non-Academic Goals:

Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our focus on social-emotional learning and creating a safe learning environment allows our students to feel safe, supported and ready to learn. Students are given support to gain social skills and build healthy relationships with caring adults and peers. Home visits are provided for family support and sharing of community resources to strengthen families and provide improved support to their children.

1. Students will be responsible for the improvement of their school and local community:
 - Leadership opportunities will be provided to students, including the addition of a student on our Governance Committee.
 - Students will have opportunities to interact and network with the business community, and other adults in our community. These relationships will help support self-efficacy and positive school culture. Family engagement will provide opportunities for positive home to school connections.
2. Students will rise to meet high expectations of behavior and performance:
 - Students will be expected to give their best effort in their schoolwork and their active participation in school events.
 - Students will respect their parents/guardians, teachers, and fellow students and abide by the school's guidelines and rules.
 - Students will learn to interact maturely with peers and adults.
 - Students will conduct themselves with integrity at all times.
3. Students will learn habits of healthy living:

- Students will be encouraged to monitor and attend to their social, emotional, and physical well-being.
- Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, social, athletic, and artistic).
- Students will engage in social activities and school events to enrich their academic work with real-world experiences.

Graduation Requirements

Students must complete 230 credits in order to graduate with a high school diploma. They are expected to be enrolled in at least six classes each semester to be on target to complete high school graduation requirements in four years. Listed below are the course requirements for graduation:

- English Language Arts - 40 credits
- Mathematics - 30 credits
 - Algebra I - content required (10 credits)
- Life Science - 15 credits
 - Health/Life Skills - content required (5 credits)
- Physical Science - 10 credits
- Social Studies - 35 credits
 - World History - content required (10 credits)
 - US History - content required (10 credits)
 - Geography - content required (5 credits)
 - American Government - content required (5 credits)
 - Economics - content required (5 credits)
- Physical Education - 20 credits
- Senior Project - 5 credits
- Electives - 75 credits
 - Fine Arts - 10 credits
 - Vocational Arts - 10 credits

Five credits are awarded in a subject when the course has been successfully completed. All online courses are open entry/open exit, meaning students may start and complete course work anytime during the school year. Units of work are made up of lessons, projects, quizzes and a final test. Because students work at their own pace, courses may be completed in less than the traditional 18-week time period.

ELEMENT 3 – Assessing Pupil Progress

Methods to Assess Student Outcomes

State Standardized Testing System

Tehama eLearning Academy, as required by law, will participate in the California statewide standardized testing in the areas of ELA, math, science, and physical education with grades levels tested to be determined by the state. The data generated from these assessments will be used as a key factor in determining the progress students are making towards meeting the California Common Core Standards. This data will also be used for school improvement and school accountability.

Assessment System

In addition to the state testing system, Tehama eLearning Academy will assess student performance in English language arts and mathematics using our own internal system, and utilizing multiple assessment measures. Based on the results of these assessments, students are assigned to intervention groups. Progress monitoring shows the effectiveness of the intervention and any need to refine instruction. Our progress monitoring English language arts assessment currently includes assessing phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literary texts, and comprehension of informational texts. Our progress monitoring mathematics assessment currently includes assessing a student's understanding of numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. With this assessment data we are able to provide small group intervention for students who are multiple grade levels behind for the purpose of achievement gap closure.

The system is designed to determine how students are meeting the specific goals of the curriculum. Because we are committed to student learning, assessment is an important and integral part of the curriculum. Assessments help the parent/guardian, teacher, and student to see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. These assessments also help to improve the learning program by providing information on the effectiveness of instructional activities.

Placement Tests

Tehama eLearning Academy uses a series of state approved assessments tests designed to identify the correct placement of students in the mathematics and language arts curricula. Teachers administer placements tests at least twice a year. Placement tests are administered when the student enters the program to ensure proper academic placement and interventions, and throughout the year to show academic growth.

Lesson Assessments

Students are assessed at the end of each online lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 70 or higher before they advance to the next lesson.

Report Cards

Each Semester, students will receive a report card from their teacher. Both quantitative and qualitative information will be considered in assigning grades. Report cards will be mailed home to all parents and guardians.

Individual Student Achievement Improvement Goals

Students will participate in both state mandated testing as well as progress monitoring assessments each year. The results of the state mandated tests will be mailed to parents/guardians when they become available.

Mid-Semester Parent-Teacher-Student conferences are offered to all families to review student assessment and achievement information as well as any other concerns.

School Wide Improvement Goal

Improving the school as a whole is very important. To achieve this objective, Tehama eLearning Academy staff will collectively analyze the school data collected from state mandated testing, along with local assessment data, and all stakeholder input. The team will develop a plan to improve any area of weakness identified in conjunction with the Local Control Accountability Plan (LCAP).

ELEMENT 4 – Governance Structure

Governance Structure

Tehama eLearning Academy will be governed by the Tehama eLearning Academy Governance Committee and shall operate under the oversight of the Tehama County Board of Education with administrative support from the Tehama County Department of Education. The Tehama eLearning Academy Governance Committee shall be composed of the following: the Tehama County Superintendent of Schools Designee; a representative from the Educational Support Services Department of the Tehama County Department of Education, a Tehama eLearning Academy parent/guardian, as determined by Tehama eLearning staff; a

Tehama eLearning Academy student as determined by Tehama eLearning staff; and a representative of the Tehama County Department of Education, as determined by the Tehama County Superintendent of Schools Designee.

Tehama eLearning Academy Governance Committee members shall endeavor to adhere to the following standards recommended by the California School Boards Association (CSBA) for members of public school governing boards:

- Keep learning and achievement for all students as the primary focus.
- Value, support and advocate for public education.
- Recognize and respect differences of perspective and style on the Governance Committee and among staff, students, parents/guardians and the community.
- Act with dignity, and understand the implications of demeanor and behavior.
- Keep confidential matters confidential.
- Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
- Understand the distinctions between Governance Committee and staff roles, and refrain from performing management functions that are the responsibility of the administrator and staff.
- Understand that authority rests with the Governance Committee as a whole and not with individuals.

The Tehama eLearning Academy Governance Committee will meet regularly to oversee the management, operation, activities, and affairs of the Charter School. The Tehama eLearning Academy Governance Committee will define, compose, and revise (as needed) the policies and ensure compliance with its charter agreement and applicable laws and regulations. The Tehama eLearning Academy Governance Committee may initiate and carry on any program, activity, or take any action consistent with the purposes of Tehama eLearning Academy as set forth in this charter. All meetings of Tehama eLearning Academy Governance Committee shall be held in compliance with the Ralph M. Brown Act.

* Notwithstanding the foregoing and at all times relevant herein, the Tehama County Superintendent of Schools shall retain the right and authority to review, revise, stay and/or rescind any action, policy or decision of the Tehama eLearning Academy Governance Committee.

SCHOOL ORGANIZATION STRUCTURE

Parent/Guardian Involvement

In 2017, the charter was amended to include a student and a parent as voting members on the Governance Committee. Other efforts to increase parent involvement include parents serving on the social committee and safety committee. Parents participate in satisfaction surveys yearly, as

well as giving input into curriculum on a yearly basis. Teachers have ongoing conversations with parents (at least weekly) to ensure good communication and progress toward meeting expected learning outcomes. TeLA makes formal Parent-Teacher conferences available to all families each semester.

Upcoming events are posted on the school website and sent out as “all call messages” via phone and email to ensure good communication. A school-home communication program is utilized to ensure good two-way communication as well.

Tehama eLearning Academy encourages parent participation in many tangible ways, including having parents participate in school event planning and volunteer to help student prep food, cook and serve at Family Nights. Parents have the opportunity to help plan and chaperone school events such as our Fall Student Social and field trips.. Additionally, parents are actively serving on our school Safety Committee.

Parents and students have participated in many surveys to provide input on a variety of topics including school safety and climate, satisfaction with curriculum and opportunities for learning, career/technical opportunities for students, as well as contributing ideas to improve programs. These surveys have reaffirmed many policies and general protocols at the school and have helped make adjustments to others. For example, the student survey provided the information that students wanted a microwave in the student breakroom and a student social event. Additionally, parents requested a student social event along with an opportunity for parent conferences. All three of these suggestions were added into the school program with great success and the parents and students felt and expressed that their opinions were heard and action taken. The imbedded Social-Emotional Learning Program was developed due to stakeholder feedback that students often lacked self-expression and self-regulation skills. This daily mindfulness training and social-emotional skill building program has supported the students to begin to practice new skills and become more aware of how they are feeling and responding to others.

ELEMENT 5 – Human Resources

Qualifications of School Employees

The current administrative team will manage Tehama eLearning Academy. Their qualifications shall be used as a template for future administrative team members as follows:

The Principal

Reports to the Tehama County Superintendent of Schools Designee and will bear chief responsibility for:

1. Implementing the school’s educational program
2. Attaining the school’s objectives for high student achievement

3. Supervising, evaluating, promoting, and releasing school personnel
4. Creating a school culture that is disciplined, orderly, and conducive to learning
5. Nurturing a strong relationship among the teachers, and parents/guardians, in the community

Administrator at a minimum will:

- Hold a Valid California Administrative Credential
- Have significant experience working, writing and managing budgets
- Have experience writing and implementing curriculum, technology, and training or professional development
- Have a record of leadership and sound management practice
- Have a passion for helping students attain high standards
- Have strong interpersonal skills and experience in team-building
- Have an understanding of the diversity and unique character of the school's community
- Have consistently exceptional professional evaluations
- Have outstanding references from peers, former colleagues, parents/guardians, and members of the school community

See school website for Job Description (www.telacademy.org)

Teaching Staff

Tehama eLearning Academy employs both full-time and part-time teachers from Tehama and its surrounding counties. Teachers will possess the following qualifications:

- Hold a valid California Teaching Credential
- Meet the definition of “highly qualified” according to California requirements
- Believe in the shared vision of Tehama eLearning Academy mission
- Have strong written and verbal communication skills
- Have organization and time-management skills
- Demonstrate proficiency in classroom technology applications and experience using them in a professional capacity

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials, as necessary. All employee documents will be kept on file in a secure location on site.

Please see job description posted on School website (www.telacademy.org)

Office Manager & Secretary Registrar

Perform a wide variety of managerial, secretarial and clerical duties including compiling, calculating and preparing data for detailed reports, accounts payable, payroll, purchasing of materials, preparing letters, reports and other documents. These two positions are front-line staff and first contact with students, parents and other community members who enter our school.

They will be highly professional, friendly, and work to ensure everyone who comes to our school feels welcome.

Please see job descriptions posted on website (www.telacademy.org)

ELEMENT 6 – Health and Safety Procedures

Tehama eLearning Academy holds staff and student health and safety in highest priority. The school complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records will be kept within confidential files by the school administration. Parents/guardians must ensure that their children obtain proper immunizations prior to enrollment. Tehama eLearning Academy may exclude students from enrolling who are not properly immunized. The school has health and safety procedures that will be followed to ensure the health and safety of pupils. All staff will comply with criminal background check requirements and tuberculosis test requirements.

Staff will annually receive training to ensure preparedness for emergencies, including being trained in CPR. Annual training will include blood-borne pathogen training, sexual harassment training, and mandated child abuse reporting training. Additionally, staff will have training on current issues such as suicide prevention, and commercial sexual exploitation of children.

Tehama eLearning Academy will provide services from a district school nurse to complete necessary hearing and vision screenings for students as required.

Please see school website or current School Policies (www.telacademy.org)

ELEMENT 7 – Ethnic Balance Reflective of the District

Non-Discrimination

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Tehama County Department of Education, the Governance Committee administration and teaching staff will recruit broadly to populations within the County and adjacent counties. The effort will be comprehensive and will include the activities listed below:

Website

Because Tehama eLearning Academy is seeking to reach a variety of individuals in a large geographic area, we will utilize our website www.telacademy.org. The site contains background information about the school, its admission procedures, calendar of events, parent resources, and other pertinent information. Request for Participation forms and all contact information are available on the site for parents and students to access.

Recruitment Materials

Tehama eLearning Academy advertises in various media sources in the north state. School information flyers and information are available at events throughout the county that target school age families and children. Recruitment materials and interpreting services are available upon request.

Parent Information

Interested parents can complete a Request for Participation, available at the office or on the website. Orientations are available throughout the year and provide further, detailed information about the program and the parent and student roles.

ELEMENT 8 – Admission Requirements

Student Admissions, Attendance, Procedures

Student Admission Policies and Procedures

Tehama eLearning Academy admission process ensures that all potential families understand the school mission and the responsibilities, challenges, and rewards of enrollment. Tehama eLearning Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability [Ed Code § 47605(d)]. The school conducts information sessions and accepts new enrollments throughout the school year. To enroll, a student will complete an enrollment package and submit it to Administrative offices. Upon receipt, the enrollment package will be reviewed to ensure that it is complete. In the unlikely event it becomes necessary to cap enrollment, applications will be accepted during one or more open enrollment periods. Once it is determined at any grade level there are more applicants than available space, a lottery will be held by grade level. Existing students of Tehama eLearning Academy shall automatically be enrolled and shall not be a part of the lottery. The lottery will be held in a public location with adequate oversight to ensure the

integrity of the procedure and that all students have fair and equal access to the process. The lottery shall be held in stages in order of preference group as follows: 1) siblings of existing students; 2) Tehama County residents; and 3) all other applicants. After all open positions are filled by lottery, the remaining applications will be drawn by lottery to determine the order in which they will be placed on a waiting list.

Applications selected in the lottery will be reviewed and processed in the order in which they are drawn. After receiving responses from the first round of qualified students selected in the lottery, if there are additional openings, applications on the waiting list will be reviewed and candidates notified.

Enrollment

Tehama eLearning Academy will provide that no student otherwise eligible to enroll in the school will be denied nor discouraged from enrollment due to a disability or due to the school's concerns about its ability to provide appropriate services. Tehama eLearning Academy will:

- Comply with all the provisions of federal law and implement regulations related to the rights of disabled students and their parents/guardians (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act (IDEA))
- Adhere to the policies, procedures and requirements of the Tehama County SELPA Local Plan and its policies and procedures
- Will ensure that students are referred, assessed, identified and served in a timely manner
- Will ensure that staff members providing special education services are properly credentialed
- Assure that the facilities used do not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program and affirms responsibilities under Section 504 of the Rehabilitation Act of 1073 (34 CFR 104) hereinafter, "504"
- Assure that all federal laws regarding discipline and change of placement and that its disenrollment suspension and expulsion policies and procedures shall ensure that protections of applicable federal and state law are afforded to eligible students a students entitled to 504 protections

Enrollment Application Procedures

To enroll at Tehama eLearning Academy, parents or guardians must first complete a Request for Participation. A member of our school staff will call and notify parent of a time for an orientation. During orientation, a member of the school staff will explain school policies, procedures, expectations and curriculum. If after orientation, the student and parent agree that this school of choice is a good option for the student, they will agree to proceed. Parents and

guardians will be given information on completing the enrollment process. The process includes completing all necessary forms and providing all necessary documents required for school registration. Students complete all initial assessments. Parent and student attend an appointment with the teacher to complete the registration process and sign the Master Agreement. The process must be completed in a timely manner, within five business days, and the student may begin class once the Master Agreement is signed.

File Review

Upon receipt of the student's cumulative folder, trained school personnel will do a complete file review to determine whether there are any existing or future services that the student may need.

Plan for Student Achievement

Placement Procedures

Students will be placed based on the following criteria:

- Review of the student's most recent state mandated test scores
- In house pretest (reading, writing and math)
- Transcript and or related documents in the student's cumulative file

Based on the evaluation of the above data, a personalized learning plan will be developed for each student.

Challenging and Individualized Self-Paced Curriculum

The Curriculum allows students to move at a pace that encourages individual students to achieve at their highest potential under the supervision of a highly qualified, credentialed teacher. This may allow students to move more quickly through the curriculum or to complete a more in-depth study. When a student excels in a particular area, the student will be able to move ahead to the next curricular level.

Technology

Due to the virtual nature of Tehama eLearning Academy, technology plays a critical role in the school community. Students who attend the school are provided with a computer to use. Students must have a reliable access to the Internet to work at home.

Placement Tests

Students will complete state approved placement tests in mathematics and language arts prior to

enrolling. The placement tests will help parents/guardians and teachers identify the appropriate curriculum level for each student. Students, who place below grade level in a specific subject, will receive access to curriculum that is below grade level. Intervention and tutoring are available for all students in need of additional support. Teachers will work with the student throughout the year to ensure that they have the skills they need to show growth towards or catch up to their age appropriate grade level in curriculum.

ELEMENT 9 - Financial Audit & Reporting

Financial Planning

Tehama eLearning Academy shall annually prepare an operating budget, cash flow and financial projections for three years of operation; and plans for establishment of a reserve maintain a reserve equivalent to that required by law for a school district of comparable size. Tehama eLearning Academy contracts with Tehama County Department for administrative support and personnel costs provided to Tehama eLearning Academy in accordance with a schedule of costs determined by the Tehama County Superintendent of Schools. The Tehama County Department of Education shall not be obligated to fund Tehama eLearning Academy operating costs beyond the actual funding received for Tehama eLearning Academy.

Financial Reporting

Tehama eLearning Academy will work directly with the current financial system which has been maintained by the Tehama County Department of Education as the fiscal agent for Tehama eLearning Academy

Insurance

Tehama eLearning Academy will budget yearly for general liability, workers' compensation, and any other necessary insurance.

Facilities

Tehama eLearning Academy will coordinate with the Tehama County Department of Education to secure adequate facilities.

Financial Audits

The Tehama County Department of Education will oversee the selection of an independent auditor and the completion of an annual audit of the charter school's financial affairs. The audit will verify the accuracy of the school's financial statement, attendance enrollment accounting

procedures, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to public school districts and in accordance with the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. The Tehama County Assistant Superintendent, Business Services or designee will review any audit exceptions or deficiencies and report to the Tehama eLearning Academy Governance Committee with recommendations on how to resolve them.

The Tehama eLearning Academy will report to the Tehama County Department of Education Board regarding how the exceptions and deficiencies have been or will be resolved. The Final Audit report shall be submitted to the State Controller. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Tehama County Superintendent of Schools for final resolution.

Performance Evaluations

Program outcomes are composed of goals for student learning, student attendance, and other objectives described in this application. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remediating these deficiencies through LCAP review and revision. Findings will be presented at the last board meeting of the school year. Additionally, the school will comply with any other requirements that the state might specify at a later point.

ELEMENT 10 - Pupil Suspension and Expulsion Policy

The Pupil Suspension and Expulsion Policy (the "Policy") for Tehama eLearning Academy ("School") has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the school.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be available on the website and may be printed upon request. A summary of this Policy will be distributed as part of the Student Handbook and will clearly describe discipline expectations. The Administrator/Designee shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall

state that this Policy is available on request at Tehama eLearning Academy main office.

Discipline includes, but is not limited to: advising and counseling students, conferring with parents/guardians, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension

Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Referral to a certificated employee designated by the Administrator/Designee to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Administrator/Designee.

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority

The Administrator/Designee may suspend a student from class, classes or the school for a period not to exceed five days. The Administrator/Designee may extend a student's suspension pending final decision by the Governance Committee of the School on a recommendation for expulsion. On a recommendation for expulsion, the Governance Board may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Tehama eLearning Academy. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School.

Grounds

The Administrator/Designee may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Administrator/Designee written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and e-cigarettes, whether or not they contain tobacco
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties
- The previous bullet point shall not constitute grounds for a pupil enrolled in any of grades K to 8 to be recommended for expulsion
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more the of the following
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property
 - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
 - Causing a reasonable pupil to experience substantial interference with his or her \ academic performance
 - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school
 - An electronic act, for purposes of the immediately preceding paragraph, means the \ transmission, by means of an electronic device, including but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image
- A post on a social network Internet Web site including, but not limited to
- Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
- An act of cyber sexual bullying
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Made terrorist threats against school officials and/or school property
- Committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed hazing
- Committed vandalism/malicious mischief
- Violated academic ethics

- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, religion, or association with one or more of these actual or perceived characteristics
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

Procedures Required to Suspend

Step One

The Administrator/Designee shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by an Administrator/Designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Administrator/Designee and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefore.

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Three

The Administrator/Designee determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Administrator/Designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Administrator/Designee determines whether the offense warrants a police report. Administrator/Designee will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When Administrator/Designee releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Administrator/Designee shall take immediate

steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Step Six

The Administrator/Designee may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Administrator/Designee shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify Tehama County Department of Education's SELPA Director of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Team must conduct a behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the

School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Advisory Board's decision to expel shall be final.

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the School Governance Committee following a hearing, or by the School Governance Committee upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Governance Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Administrator/Designee shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee;

- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery;
- Possession of an explosive.

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Administrator/Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Administrator/Designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

Procedures to Expel a Student

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Step One

Administrator/Designee investigates the incident and determines whether the offense results in a suspension. If so, the Administrator/Designee follows the procedures to suspend the student as outlined above.

Step Two

At the discretion of Administrator/Designee, a student's suspension may be extended pending expulsion. In this case, a meeting is held within 10 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with Administrator/Designee. Other school personnel may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Administrator/Designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing
- A statement of the facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules relating to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question witnesses who testify at the hearing

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witness testimony

Step Four

The Administrator/Designee shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student’s attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by other school personnel; a statement of the facts surrounding the case made by a witness, a law enforcement agency’s report and any other relevant matter.

Step Five

An expulsion hearing shall be held before Administrative Panel. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Administrative Panel that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the Administrative Panel shall be in the form of a written recommendation, with findings of fact, to the Governance Board who will make a final determination regarding the expulsion. The final decision by the Governance Board shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the Administrative Panel decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to the regular program. The decision not to recommend expulsion shall be final.

Step Seven

The Administrator/Designee following a decision of the Governance Board to expel a student, shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.

Within 30 days of the decision to expel, the Administrator/Designee shall send written notice of the decision to expel to the student's district of residence, the Tehama County Department of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Tehama County Department of Education's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Governance Board, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governance Board or its designee following a meeting with the Administrator/Designee and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Administrator/Designee shall make a recommendation to the Governance Board following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

ELEMENT 11 - Retirement Systems

Compensation and Benefits

Attracting high quality teachers will be a priority for Tehama eLearning Academy. A standard pay scale will be established in which teacher education level and years of experience will be considered when determining a teacher's salary.

Staff will participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. Tehama eLearning Academy participates in the STRS and/or PERS systems.

Certificated employees participate in STRS or PERS. Non-credentialed employees shall be covered by Social Security and PERS if they qualify.

ELEMENT 12 – Public School Attendance Alternatives

Tehama eLearning Academy is a voluntary educational program. No student may be required to attend Tehama eLearning Academy. Students who opt not to attend Tehama eLearning Academy may attend another charter school, private school, or pursue an intra-or inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence. No student shall be allowed to be concurrently enrolled in more than one school.

ELEMENT 13 – Employee Return Rights

Employee Representation

Tehama eLearning Academy shall be deemed the exclusive public school employer of the employees of Tehama eLearning Academy for the purposes of the Educational Employment Relations Act.

Employee Return Rights

All employees hired by Tehama eLearning Academy shall be “at will” employees of Tehama eLearning Academy and shall have no right to or expectation of employment by the Tehama County Department of Education.

ELEMENT 14 – Dispute Resolution

Charter Dispute Resolution

In the event that Tehama eLearning Academy Governance Committee and the Tehama County Department of Education have disputes regarding the terms of this charter, or any other issue regarding the relationship between Tehama eLearning Academy and the Tehama County Department of Education, the parties agree to follow the process as outlined below:

1. The issue shall be framed in written format and referred to the Tehama County Superintendent of Schools Designee and the Tehama eLearning Academy Principal. In the event that the Tehama County Department of Education believes that the dispute relates to an issue that could lead to revocation of the charter, notice of possible revocation shall be specifically noted in the written statement of dispute.
2. The Tehama eLearning Academy Principal and the Tehama County Superintendent of Schools Designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute. The joint resolution shall be represented in written format and returned to the disputing party.
3. In the event that the Principal and the Tehama County Superintendent of Schools Designee are unable to resolve the dispute informally, the dispute will be heard by the Tehama eLearning Academy Governance Committee.
4. If the joint resolution fails to resolve the dispute, the Tehama County Superintendent of Schools Designee and the Principal shall jointly present the dispute to the Tehama County Superintendent of Schools for resolution. The determination of the Tehama County Superintendent of Schools shall control.

Personal/Student Dispute Resolution

The Tehama eLearning Academy complaint procedure as defined in school polity shall be followed.

See school website for School Policies (www.telacademy.org)

ELEMENT 15– School Closure Procedures

Closure Protocol

Tehama eLearning Academy will follow the following process in the event that the school is closed:

Document Closure Action

Tehama eLearning Academy will document the decision to close with an official action of the Tehama County Board of Education. The action will identify the reason for the school's closure, whether the charter was revoked, not renewed, or closed voluntarily and the effective date of the closure. School closure will only occur at the end of the academic year. The Tehama eLearning Academy Governance Committee and the Tehama County Department of Education will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notification

TCDE will send a notice of the school closure to the Charter Schools Division at the CDE. The notification will include the following information:

- Charter school name, charter number, and County-District-School (CDS) code;
- Date of closure action;

Effective date of the closure, if different;

Reason for the closure (Specify revoked, not renewed, or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that Tehama eLearning Academy is being closed, but not revoked.)

After receiving the notification of closure, CDE will notify TCDE if it is aware of any liabilities that Tehama eLearning Academy owes the state, such as overpayment of apportionments, unpaid revolving fund loans, grants, etc. CDE may contact TCDE or independently contract for an audit of Tehama eLearning Academy if it has reason to believe that the school received state funding for which it was not eligible.

Notification to Parents and Students

Parents and students will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. The notification will be sent via U.S. Mail to each student's home. Parents will also be provided with a certified packet of student information. This will facilitate transfer to another school.

Notification to Receiving Districts

TCDE will notify any school district that may be responsible for providing education services to the former students so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

Tehama eLearning Academy will follow the established process for the transfer of student records to the student's district of residence or other school to which the student will transfer. Tehama eLearning Academy will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

Tehama eLearning Academy and TCDE will have an independent audit completed within six months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities. The assessment will include but not be limited to: an accounting of all school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.

Dissolution of Assets

Upon completion of the closeout audit, TCDE and Tehama eLearning Academy will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the school.

To the extent feasible, any assets will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Any unused funds after dissolution will remain with TCDE.