Tehama County Special Education
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

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

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

Tehama County Department of Education: Tehama Extenstive Needs (TENS) serves students with moderate to severe disabilities. The students have a wide range of disabilities that may include autism, cognitive, orthopedic impairments, and multiple disabilities. Deaf/Hard of Hearing Services provide services for both pre and post-lingually deaf or hard-of-hearing. Some of the students speak for communication, speak and sign, or only sign at multiple school sites throughout the county of Tehama.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	4
Grade 3	2
Grade 4	1
Grade 5	3
Grade 6	7
Grade 7	2
Grade 8	3
Grade 12	18
Total Enrollment	44

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27.3%
Male	72.7%
American Indian or Alaska Native	2.3%
Hispanic or Latino	31.8%
White	65.9%
English Learners	9.1%
Foster Youth	2.3%
Migrant	2.3%
Socioeconomically Disadvantaged	50%
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	66.91	13.80	59.51	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.27	1.00	4.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.10	22.24	12115.80	4.41
Unknown	3.00	24.81	3.20	13.97	18854.30	6.86
Total Teaching Positions	12.00	100.00	23.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	84.50	17.10	70.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	3.88	0.50	2.05	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.10	21.23	11953.10	4.28
Unknown	1.50	11.63	1.50	6.31	15831.90	5.67
Total Teaching Positions	12.90	100.00	24.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
Mathematics	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems	Yes	0%
History-Social Science	Basics2 Curriculum Framework for Students with Moderate to Severe Disabilities; UNIQUE Learning Systems and News2You	Yes	0%
Foreign Language	NA		NA
Health	District of location	Yes	0%
Visual and Performing Arts	District of location	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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

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

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

All facilities are cleaned on a daily basis. Safety inspections are conducted monthly to ensure the sites are clean and safe. Maintenance staff ensures that all repairs necessary to keep the sites in good repair are completed in a timely manner. A Maintenance Request Form is used to ensure efficient service on any and all site related issues. A daytime custodial staff member has been hired to provide regular and ongoing custodial support during the school day. Buildings are old and are in need of rehabilitation. The Department is working on a long term facilities plan to expand and replace buildings.

Year and month of the most recent FIT report	November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Buildings are very old and upkeep is poor at times.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	0	25	25	47	46
Mathematics (grades 3-8 and 11)	0	0	5	5	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	14	87.50	12.50	0.00
Female	--	--	--	--	--
Male	13	11	84.62	15.38	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	10	83.33	16.67	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	14	87.50	12.50	0.00
Female	--	--	--	--	--
Male	13	11	84.62	15.38	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	10	83.33	16.67	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--		--		29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2022-23 Career Technical Education Programs

Those of our Tehama County Department of Education high school students who participate in the California Alternative Assessment (CAA) are issued a certificate of completion if course work requirements are met. The focus on their education is a functional life and job skills curriculum. The majority of our Students with deaf/hard of hearing needs in high school take coursework leading to a diploma and have opportunities for CTE coursework at the high schools they attend. In the event that a student required college preparatory classes, he/she would have access to the general education courses available from the local school site. Students who are capable participate in community-based activities such as recycling, grocery shopping, banking, and in some cases, work experience. High school aged students may also attend career/vocational classes available at their school site, based on their IEP and transition plan goals. Our regional program focusing on adults has many student led enterprises offering students valuable job skills in a real world environment.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

The SELPA Community Advisory Council (CAC) is active and representative of districts across the county. The families who make up the CAC are also resources to other families and work directly with the SELPA Administration on program and policy development at the local level and legislative efforts at the state level. We have over 1/2 of our districts represented on our CAC and are currently working on recruitment efforts for other LEAs who can nominate members to the CAC. We have had parents involved in our SELPA Governance meeting as well to come and discuss community events that are related to students and youth with disabilities. Additionally, we have parents/families/caregivers representation on our LEA Medi-Cal collaborative group. Our parents/families/caregivers representing our CAC will have the opportunity to engage further this year with our county wide Alternative Dispute Resolution team in some planned activities and professional development around parents/families/caregiver needs, inclusion, and disability awareness. Our department has a Director of Student, Family, and District Support. This position focuses on Alternative Dispute Resolution and Prevention providing neutral support to parents/families/caregivers/advocates when they are engaged in a dispute with the district or school their child attends, or before the dispute even occurs, preventing it!

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

Our county also has several events throughout the year specifically for our students with disabilities that involves parents. One event is High Hoops. It is an event where students with disabilities engage in a basketball tournament. Families are involved and encouraged to attend the event.   We also host a regional Special Olympics, every year. Families are heavily involved on the committee and invited to attend the event.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				14.3	13.3	7.1	9.4	7.8	8.2
Graduation Rate				58.9	84.4	75	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	43	22	51.2
Female	12	11	4	36.4
Male	35	32	18	56.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	1	50.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	13	13	9	69.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	31	28	12	42.9
English Learners	4	4	2	50.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	31	29	19	65.5
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	47	43	22	51.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

TCDE operated classrooms follow the safety plans of the hosting school. TCDE has a safety committee that assists in improving safety measures at all TCDE sites and a Special Education Director sits on that committee. We continue to implement safety plans and recommendations from the committee. Our department has begun to use the platforms of School Messenger and CATAPULT to dissimilate information faster and more accurately during emergency drills and times of emergency. The Department has also implemented long range radios to ensure all staff and sites have the ability to communicate during any potential emergencies.

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	5	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	44,537	44,307	230	70,347
District	N/A	N/A	----	
Percent Difference - School Site and District	N/A	N/A	----	-0.8
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	-186.5	----

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Areas that are staff have received training are as follows: Alternative Augmentation Services, Social Language, Direct Treatment Protocol, Autism Assessments and Interventions, Behavior and Data Collection, Crisis Prevention Intervention, and The Nurtured Heart Approach, a strengths based intervention, Inclusion/Inclusive Practices. Our Department also has an administrator who is the regional lead for the California Autism Professional Training and Information Network (CAPTAIN) and he has provided multiple trainings and coaching opportunities for all staff, including paraprofessionals. Our Department co-sponsored a countywide paraprofessional institute focused on wellness and learning recovery. Teachers are also supported professional development through coaching and observations. Additionally, during the time of COVID-19 Pandemic our department has provided multiple and ongoing trainings on remote and virtual learning and IEP development. Lastly, other areas of intensive focus in the area of professional development have been Alternative Dispute Resolution and Prevention, Social / Emotional Supports, Suicide Interventions and Post-Vention, and Equity/Social Justice. We have a renewed and concentrated focus on Alternative Dispute Resolution (ADR).

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	