

Tehama County Juvenile Justice Court School - Tehama Oaks

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 Juvenile Justice Court School - Tehama Oaks
Street	1790 Walnut Street
City, State, Zip	Red Bluff, California 96080-0810
Phone Number	530-527-5380
Principal	Sommer Grooms
Email Address	sgrooms@tehamaschools.org
School Website	
County-District-School (CDS) Code	52-10520-5230016

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 Tehama County Juvenile Court School, Tehama Oaks School, provides a standards-based educational program to all adjudicated youth detained with the exception of high school graduates. The Tehama County Superintendent of Schools is the legal agent for administering the school. State-adopted curriculum is used in all core classes including Math, English, Social Science, and Science. Students have one hour of Physical Education each school day. There are also opportunities for courses and activities which provide pre-employment skills, social skills, health, and fine arts. Educational programs are designed to meet the individual needs of all students while they are adjudicated, using a balance of whole class, small group, and one-on-one instruction along with independent learning in some online academic classes. Tehama Oaks is WASC accredited.

Mission Statement:

The Mission of Tehama Oaks School is to provide a safe and productive learning environment that promotes growth in academic and social-emotional skills in order to prepare students for graduation and constructive futures. Opportunities to demonstrate critical thinking skills are incorporated into instruction with the goal that students will become self-sufficient, motivated, contributing members of society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	2
Grade 11	1
Grade 12	4
Total Enrollment	8

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	12.5%
Male	87.5%
Hispanic or Latino	25%
Two or More Races	12.5%
White	62.5%
English Learners	12.5%
Foster Youth	12.5%
Socioeconomically Disadvantaged	100%
Students with Disabilities	25%

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)	0.30	17.09	13.80	59.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	1.60	82.91	5.10	22.24	12115.80	4.41
Unknown	0.00	0.00	3.20	13.97	18854.30	6.86
Total Teaching Positions	1.90	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)	0.30	16.08	17.10	70.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	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)	1.60	83.92	5.10	21.23	11953.10	4.28
Unknown	0.00	0.00	1.50	6.31	15831.90	5.67
Total Teaching Positions	1.90	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	1.60	1.60
Total Out-of-Field Teachers	1.60	1.60

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
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Each student has access to current textbooks and instructional materials virtually at all times during their stay. The exception to this rule, for security reasons, is that students are only allowed a very select number of materials in their rooms. The school site is Williams Act compliant.

All the main textbooks and materials are standards-based and are on the adopted lists. There are some materials that are older and are for supplementary use such as vocabulary workbooks, the Numeracy Project (standards-based detailed and differentiated lesson plans), and the language program, which may not be State Board of Education approved. Because of their supplementary nature, they may never be considered for State Board approval

Subject.com, an online curriculum platform was added in November 2023. It includes all core subjects. A-G compliant and WASC accredited

Year and month in which the data were collected

December, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic EDGE, Adoption year 2018 Hampton-Brown Edge Reading Writing and Language Adoption Year 2011 McDougal Littell The Language of Literature 7 Adoption Year 2006 McDougal Littell The Language of Literature 9 Adoption Year 2005	Yes	0%
Mathematics	McDougal Littell-Mathematics, Course 1 Adoption Year 2004-2005 McDougal Littell-Mathematics, Course 2 Adoption Year 2004-2005 McGraw Hill- Glencoe-Algebra 1, Copyright 2018 Adoption Year 2005-2006 Scholastic Numeracy Project Adoption Year 2011	Yes	0%
Science	Miller and Levine - Biology, Copyright 2019 McGraw Hill - Physical Science, Copyright 2017	Yes	0%
History-Social Science	Global Geography, Houghton Mifflin Harcourt, Copyright 2019 US History-A People and a Nation, by Cengage, Copyright 2017 Principles of Economics, McGraw Hill, Copyright 2019	Yes	0%

	Principals of American Government, McGraw Hill, Copyright 2019 The Constitution of the United States, Bill of Rights, Declaration of Independence and Articles of Confederation, by The Essential American Papers and Thomas Jefferson. Copyright 2010		
Foreign Language			0%
Health	Pearson/Prentice Hall-Health Adoption Year 2005-2006 Human Kinetics-Fitness for Life Adoption Year 2005-2006	Yes	0%

School Facility Conditions and Planned Improvements

The Tehama Juvenile Justice Center provides incarceration for the adjudicated youth of the county. Therefore, it is a secure facility with daily attention to safety, supervision and cleanliness. The BSCC inspection on October 19th had no deficiencies.

Year and month of the most recent FIT report

November 15, 2023

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			
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)	--	--	25	25	47	46
Mathematics (grades 3-8 and 11)	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	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
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 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	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
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	--	--	--	--	--

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	0	0	0	0	0
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	--				
White	0	0	0	0	0
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	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

Vocational education is provided in the classroom to all students. A college career counselor meets with students to support them in academic and life planning. Support is provided to complete FAFSA and College applications for High School Seniors. Teachers provide instruction and class lessons to students' career and vocation exploration, college options, applications, and other areas of need for future planning. Students are referred to a mentoring program to support them in their future planning and supporting them in taking those needed steps. This facility court school has a new virtual learning system that allows the students to have hands-on experience in different career fields without leaving the facility. Students have access to CTE through our online curriculum.

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	0

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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

Parent involvement is highly encouraged for students detained in the program. Parents have direct involvement in Individualized Educational Programs (IEP) meetings for special education students and in Student Study Team (SST) meetings for general education students. Parent conferences are encouraged and occur based on parent requests. Our School Counselor serves as a parent liaison. She makes contact with parents of students enrolled in our school program, offering updates on student progress at school. She collects feedback and answers questions from parents. Feedback is shared as stakeholder input for program improvement. A collaborative effort between the Tehama County Juvenile Hall and the Tehama County Department of Education (TCDE) is focused on a more comprehensive approach to parent outreach. The Juvenile Hall educational program is a significant part of the TCDE Local Control and Accountability Plan (LCAP). The transition specialist supports them as they transition into and out of the facility through parental contact and preparation of documentation for a seamless transition once back in their home community. Parent and student surveys are conducted at least twice a year to get input on program operations, and academic, and social-emotional needs while their student is/was in our academic setting.

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	46.2	36.4	15.4	14.3	13.3	7.1	9.4	7.8	8.2
Graduation Rate	30.8	63.6	69.2	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	13	9	69.2
Female	--	--	--
Male	11	8	72.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	13	9	69.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	38	1	2.6
Female	23	4	1	25.0
Male	83	34	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	2	0	0.0
Asian	0	0	0	0.0
Black or African American	3	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	34	9	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	4	0	0.0
White	53	22	1	4.5
English Learners	6	2	0	0.0
Foster Youth	13	6	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	106	38	1	2.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	17	0	0.0

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

The Tehama County Department of Education and the Tehama County Probation Department are committed to providing a safe and secure environment for students and employees. The juvenile facility is inspected for safety and security monthly by the Tehama County Probation management staff. The Fire Marshall conducts an inspection every two years and the Juvenile Justice Commission and the Grand Jury conduct annual inspections. The most recent BSCC site inspection was October 19, 2023, and no deficiencies were found. Available on-site is a General Crisis Information and Emergency Procedures Manual for Tehama County Schools. Staff regularly receive safety training and briefings. The comprehensive safety plan was reviewed on November 8, 2020 and adopted by the Board on November 18th, 2020. Annually, the CSSP is reviewed, updated, and discussed during the SSC meetings which include faculty and a student representative. During the pandemic, special safety protocols have been established based on CDC recommendations, consultation with Public Health, and mandates from CDE and our Governors. These protocols have been included in a COVID-19 Safe Schools plan approved by our local Public Health Officer. These safety protocols include social distancing, increased sanitation, and masking, as well as testing for students and staff.

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	3	3		
Mathematics	5	4		
Science	5	4		
Social Science	5	4		

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	7	3		
Mathematics	11	4		
Science	11	4		
Social Science	11	4		

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	4	3	0	0
Mathematics	6	4	0	0
Science	6	2	0	0
Social Science	6	3	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	18,211	6,875	11,336	76,944
District	N/A	N/A	----	
Percent Difference - School Site and District	N/A	N/A	----	14.8
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	52.9	-3.0

Fiscal Year 2022-23 Types of Services Funded

College and Career Exploration, and additional counseling for mental health support are provided by the LEA. Tehama Oaks funds behavioral incentives as well as additional equipment for physical activities to provide a wide range of experiences for the youth in our care. The Tehama County Probation Department funds student services such as drug and alcohol counseling, sexually transmitted disease education, chaplain services, Mental and physical health services and motivational services. These services are available to students in groups or individual programs administered by the Probation Department.

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
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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

Weekly minimum days allow staff to share instructional expertise and enjoy presentations on various topics. Professional Development is focused on areas chosen by staff and administration as areas of need for staff growth. All staff participate in yearly training in all mandated topics including Sexual Harassment, Blood Borne Pathogens, Child Abuse and Neglect, and Suicide Prevention. The focus for staff over the past several years has been Social-Emotional learning and Trauma-informed practices for educators.

During the 2023/24 School year, staff have participated in the following Professional Development opportunities; Trauma Sensitive Schools, Suicide Prevention, WASC Focus on Learning, STAR Math and Reading, and Utilizing assessment data. Our staff continue to participate in PD that is in alignment with our LCAP goals and WASC.

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	3