

Tehama County Juvenile Justice Court School - Tehama Oaks

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	
Grade Span	K-12
County-District-School (CDS) Code	52-10520-5230016

2024-25 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

2024-25 School Description and Mission Statement

Tehama Oaks School, a juvenile court school in Tehama County, provides a robust, standards-based educational program for adjudicated youth, excluding high school graduates. The Tehama County Superintendent of Schools administers the school, ensuring that state-adopted curriculum is implemented in core subjects like Math, English Language Arts, Social Science, and Science. Students also participate in daily Physical Education. Beyond academics, the school offers opportunities to develop pre-employment skills, social skills, health education, and experience in the fine arts. The programs are individualized to address the diverse needs of each student, using a blend of whole-class teaching, small group activities, one-on-one support, and independent learning through select online courses. Tehama Oaks is fully accredited by WASC.

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, and contributing members of society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	9
Grade 9	15
Grade 10	38
Grade 11	23
Grade 12	16
Total Enrollment	103

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25
Male	78
American Indian or Alaska Native	27
Asian	1
Black or African American	8
Filipino	2
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	1
Two or More Races	7
White	70
English Learners	5
Foster Youth	4
Socioeconomically Disadvantaged	103
Students with Disabilities	33

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	0.20	14.50	19.00	72.23	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	3.79	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	85.00	5.10	19.58	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.10	4.36	14303.80	5.15
Total Teaching Positions	2.00	100.00	26.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.60	1.60	1.7
Total Out-of-Field Teachers	1.60	1.60	1.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
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)	0.00	0	0

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

2024-25 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 is WASC accredited.

Year and month in which the data were collected

October, 2024

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	Yes	0%
	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		
Mathematics	McDougal Littell-Mathematics, Course 1 Adoption Year 2004-2005	Yes	0%
	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		
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 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	Yes	0%
Foreign Language			0%
Health	Pearson/Prentice Hall-Health Adoption Year 2005-2006 Human Kinetics-Fitness for Life Adoption Year 2005-2006	Yes	0%

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

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 14th, 2024 had no deficiencies.

Year and month of the most recent FIT report

November 13, 2024

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			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	11	25	21	46	47
Mathematics (grades 3-8 and 11)	--	0	5	6	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	9	81.82	18.18	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
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	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	9	81.82	18.18	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)		--		--	30.29	30.73

2023-24 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	12	9	75.00	25.00	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	--	--	--	--	--
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	--	--	--	--	--

2023-24 Career Technical Education Programs

Tehama Oaks provides vocational education to all students, focusing on career readiness and future planning. A college career counselor works with students to support their academic and life goals, offering guidance in completing the FAFSA and college applications for high school seniors. All students are assisted in obtaining their FSA ID to prepare for FAFSA during their senior year, even if they are not seniors while enrolled at Tehama Oaks.

Teachers deliver lessons on career and vocational exploration, college options, and applications, alongside other future-planning needs. Students participate in a resume workshop and goal-setting exercises to help them prepare for their future careers. They are also referred to mentoring programs that support them in taking actionable steps toward their goals.

Tehama Oaks utilizes a virtual learning system that provides students with hands-on experiences in various career fields without the need to leave the facility. Paxton Patterson hands-on kits are incorporated to enhance vocational education by giving students practical, career-aligned experiences. These kits allow students to engage in real-world problem-solving and technical skills development within the facility's secure setting.

Additionally, dual-enrollment and concurrent enrollment courses, including career exploration, offer students the chance to earn college credits and further explore potential career paths. Students have access to Career and Technical Education (CTE)

2023-24 Career Technical Education Programs

through both online curricula and hands-on tools, ensuring a robust and diverse approach to preparing for their futures.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 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.

2023-24 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 requires only participation results 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.

2024-25 Opportunities for Parental Involvement

At Tehama Oaks School, parent involvement is a critical component of student success, and we actively encourage and foster strong communication with families. Parents play a key role in Individualized Educational Program (IEP) meetings for students receiving special education services and in Student Study Team (SST) meetings for general education students. Parent-teacher conferences are highly encouraged and are scheduled upon parent request.

Our dedicated Parent Liaison maintains regular contact with parents and guardians, providing timely updates on student progress, addressing any concerns, and gathering valuable feedback. This feedback is used as stakeholder input, contributing to ongoing program evaluation and improvement. We work closely with the Tehama County Juvenile Hall and the Tehama County Department of Education (TCDE) to enhance our outreach efforts, ensuring a collaborative approach to family engagement.

A critical part of our Local Control and Accountability Plan (LCAP), the Tehama Oaks educational program emphasizes effective parent outreach and communication. Our Transition Specialist provides tailored support to families, assisting students as they transition in and out of the facility. This includes maintaining close communication with parents and preparing comprehensive documentation to ensure a smooth transition back into the student's home school and community.

To further enhance our program, we conduct parent and student surveys at least twice a year. These surveys provide valuable insights into the academic, social-emotional, and operational aspects of our program, ensuring that we continue to meet the needs of our students and their families.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	36.4	15.4	--	13.3	7.1	14.6	7.8	8.2	8.9
Graduation Rate	63.6	69.2	--	84.4	75.0	75.0	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
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	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	103	50	0	0.0
Female	25	15	0	0.0
Male	78	35	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	15	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	56	26	0	0.0
English Learners	--	--	--	--
Foster Youth	11	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	103	50	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	21	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 on October 14, 2024, 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.

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		
Mathematics	6	4		
Science	6	2		
Social Science	6	3		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	4	0	0
Mathematics	7	4	0	0
Science	9	4	0	0
Social Science	8	4	0	0

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.01
Social Worker	0
Nurse	.02
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	30,266	10,354	19,912	92,114
District	N/A	N/A	----	
Percent Difference - School Site and District	N/A	N/A	----	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	59.6	

Fiscal Year 2023-24 Types of Services Funded

Tehama Oaks School offers robust college and career exploration opportunities, alongside additional counseling for mental health support, through the Local Educational Agency (LEA). We also provide comprehensive mental health and social-emotional learning (SEL) services, which are delivered through in-class lessons using Character Strong curriculum, small group sessions, and one-on-one counseling. These services aim to support students' emotional well-being and equip them with the skills needed to navigate life's challenges.

In addition to these supports, all students at Tehama Oaks have the opportunity to earn First Aid and CPR certifications, and they receive sexual education, ensuring they are prepared with essential life-saving skills and knowledge.

Tehama Oaks funds behavioral incentives and provides additional equipment for physical activities to offer a wide range of experiences for the youth in our care. The Tehama County Probation Department further contributes to student services by funding programs such as drug and alcohol counseling, sexually transmitted disease education, chaplain services, and both mental and physical health services. Motivational services are also available to students, helping them set and achieve personal goals. These services are offered in both group and individual formats, administered by the Probation Department.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		

2023-24 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

At Tehama Oaks School, weekly minimum days provide time for staff to collaborate and participate in focused professional development sessions. Training topics are selected based on areas identified by both staff and administration as priorities for growth. All staff undergo annual mandatory training on topics such as Sexual Harassment, Blood Borne Pathogens, Child Abuse and Neglect, and Suicide Prevention.

Professional Development

In recent years, our professional development has centered on Social-Emotional Learning (SEL) and Trauma-Informed Practices to better support the needs of our students. During the 2024-2025 school year, staff participated in professional development on Trauma-Sensitive Schools, Suicide Prevention, STAR Math and Reading, and the conditions for learning as outlined in the Multi-Tiered Systems of Support (MTSS) framework. A key focus has been the implementation of MTSS, a comprehensive, three-tiered approach that addresses both academic and behavioral needs while creating optimal conditions for learning. This includes aligning curriculum and instructional strategies to ensure all students receive the appropriate level of support, whether through universal strategies, targeted interventions, or individualized plans. Additionally, assessment data is being used to guide instruction, monitor progress, and improve student outcomes.

All professional development aligns with our Local Control and Accountability Plan (LCAP) goals and supports our ongoing WASC accreditation process.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3