

Tehama County Juvenile Justice Court School - Tehama Oaks

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.
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/ .

2025-26 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

2025-26 District Contact Information

District Name	Tehama County Office of Education
Phone Number	530-527-5811
Superintendent	Jared Caylor
Email Address	jcaylor@tehamaschools.org
District Website	www.tehamaschools.org

2025-26 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	2
Grade 10	4
Grade 11	8
Grade 12	4
Total Enrollment	20

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30
Male	70
American Indian or Alaska Native	15
Hispanic or Latino	20
Two or More Races	15
White	50
English Learners	5
Foster Youth	5
Socioeconomically Disadvantaged	100
Students with Disabilities	50

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.

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)	0.3	16.08	17.1	70.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	2.05	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	83.92	5.1	21.23	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.5	6.31	15831.9	5.67
Total Teaching Positions	1.9	100	24.4	100	279044.8	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.

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)	0.2	14.5	19	72.23	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	3.79	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	85	5.1	19.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.1	4.36	14303.8	5.15
Total Teaching Positions	2	100	26.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	0.1	5.53	16.8	64.02	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	3.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	3.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	94.47	5.4	20.74	12112.8	4.34
Unknown/Incomplete/NA	0	0	2	7.6	13705.8	4.91
Total Teaching Positions	1.9	100	26.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	1.7	1.8
Total Out-of-Field Teachers	1.60	1.7	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each student at Tehama Oaks has access to current instructional materials throughout the school day. These materials are available digitally in all core subjects, and students use them during class under staff supervision. Because the facility is secure, students may keep only a limited number of items in their rooms, but this restriction does not affect academic access. The school remains fully compliant with the Williams Act, and all students receive the materials they need.

The primary textbooks and resources used on site are aligned to state standards and come from approved adoption lists. A small number of older resources are used only to supplement instruction, such as vocabulary practice, numeracy lessons, or occasional language activities. These supplemental tools support classroom engagement but do not replace the standards-aligned curriculum and are not submitted for State Board review because they are not used as core materials.

In November 2023, Tehama Oaks incorporated Subject.com as an additional instructional platform. This online program provides digital access to core academic content that meets A–G expectations and carries WASC accreditation. The most recent instructional materials review confirmed that all students had sufficient access, and no insufficiencies were identified.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	0%

	Scholastic Numeracy Project Adoption Year 2011	
Science	Miller and Levine - Biology, Copyright 2019 McGraw Hill - Physical Science, Copyright 2017	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	0%
Foreign Language		0%
Health	Pearson/Prentice Hall-Health Adoption Year 2005-2006 Human Kinetics-Fitness for Life Adoption Year 2005-2006	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

The Tehama Juvenile Justice Center houses the Tehama Oaks school program within a secure facility designed to support student supervision and safety. Instructional spaces are maintained each day by Probation staff and TCDE custodial personnel so that classrooms and restrooms remain clean and fully functional. Walkthroughs occur regularly to check the condition of lighting, ventilation, and instructional equipment, and any concerns are addressed as soon as they are identified. This ongoing attention allows the learning environment to remain stable and well cared for.

The most recent Facility Inspection Tool review rated the facility as Exemplary on November 25, 2025, confirming that essential systems function properly and that rooms are maintained to a high standard. No hazards were identified, and no repairs were required at the time of inspection. The Board of State and Community Corrections inspection on October 9, 2025, also noted no deficiencies, which affirms the strength of the daily upkeep and monitoring practices in place.

Tehama Oaks benefits from consistent coordination between the Tehama County Department of Education and the Tehama County Probation Department. Their shared oversight ensures that the school remains safe and orderly, and that the physical environment supports meaningful instruction throughout the year.

Year and month of the most recent FIT report				November 25, 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	--	21	18	47	48
Mathematics (grades 3-8 and 11)	0	--	6	5	35	37

2024-25 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
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	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
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	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0

Homeless	--	--	--	--	--
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	--	--	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
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	--	--	--	--	--

2024-25 Career Technical Education Programs

Tehama Oaks provides a range of career and technical learning experiences that reflect the model curriculum standards outlined in Education Code 51226. The school partners closely with Shasta College, which supplies both college and career counseling and on-site instructional support. Every student is dual-enrolled and participates in a college course each week, taught in person by a Shasta College instructor who comes to the facility. This partnership ensures that students receive direct exposure to college-level expectations while also receiving guidance on FAFSA requirements, financial aid steps, and future academic or vocational pathways.

Career preparation is further developed through hands-on and virtual learning experiences. Teachers incorporate lessons on vocational exploration and future planning, and students practice essential skills such as resume writing and goal setting. Paxton Patterson, as well as Makerspace modules, provide structured exposure to technical fields within a secure environment. The school has also introduced a culinary program that is actively developing into a full CTE pathway. This program allows students to gain practical experience in food preparation and kitchen operations, supporting their exploration of employment opportunities in culinary arts and related industries.

2024-25 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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 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, as applicable, 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 the ongoing evaluation and improvement of the program. 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 surveys throughout the year as we receive new youth and student surveys at least twice a year (Fall and Spring), as well as upon entry and exit of the program. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	15.4	33.33	11.11	7.1	14.6	12.1	8.2	8.9	8
Graduation Rate	69.2	33.33	88.89	75	75	72.7	86.2	86.4	87.5

2024-25 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	--	--	--
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	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	108	44	1	2.3
Female	25	13	1	7.7
Male	83	31	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	59	28	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	108	44	1	2.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	14	1	7.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 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.

2025-26 School Safety Plan

The Tehama Oaks Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually in collaboration with the Tehama County Department of Education and the Tehama County Probation Department. The CSSP was most recently reviewed and updated on November 20, 2025, discussed with school faculty and the student representative during the School Site Council meeting on January 14, 2026, and formally approved by the Tehama County Board of Education on January 21, 2026.

The CSSP outlines emergency preparedness procedures, crisis response protocols, child abuse reporting, mandated reporting requirements, and campus security measures. It also includes evacuation and lockdown procedures, communication plans, roles and responsibilities during emergencies, and coordination processes with the Probation Department and local emergency agencies. Monthly safety inspections are conducted by Probation management, and annual or biennial inspections by outside agencies—including the Fire Marshal, Juvenile Justice Commission, and Grand Jury—ensure continued compliance. The most recent Board of State and Community Corrections (BSCC) inspection was completed on October 9, 2025, with no deficiencies noted.

Tehama Oaks maintains an on-site General Crisis Information and Emergency Procedures Manual, and staff receive regular safety training and briefings to ensure readiness in the event of an emergency.

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

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	8	4		
Mathematics	10	4		
Science	10	2		
Social Science	10	3		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	8	3		
Mathematics	7	4		
Science	10	2		
Social Science	3	7		

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.11
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,146	
Percent Difference - School Site and State	N/A	N/A	56.4	

Fiscal Year 2024-25 Types of Services Funded

Tehama Oaks School provides a strong network of academic and personal supports that help students prepare for life beyond the facility. College and career exploration is integrated into the school day, and students also receive counseling through the LEA to address mental health needs. Social-emotional learning is reinforced through classroom instruction and individual counseling, which allows students to build emotional resilience and strengthen the skills they need to manage challenges.

Students also participate in practical skill development that enhances their readiness for life after release. They may earn First Aid and CPR certification, and they receive reproductive health education that emphasizes safety and informed decision-making. The school also maintains a system of behavioral incentives and provides equipment that encourages meaningful physical activity, which contributes to positive engagement and a healthy school climate.

The Tehama County Probation Department supports these efforts by funding services that include counseling related to drug and alcohol use, education on sexually transmitted diseases, chaplain support, and programs focused on both mental and physical health.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	54,385	58,037
Mid-Range Teacher Salary	81,831	101,084
Highest Teacher Salary	109,277	116,317
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	123,013	
Superintendent Salary	\$213,404	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 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.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3