

# Sierra Avenue Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Sierra Avenue Elementary
<b>Street</b>	1050 Sierra Ave.
<b>City, State, Zip</b>	Oroville, Ca, 95965-4238
<b>Phone Number</b>	530.538.2920
<b>Principal</b>	Lisa Shaw
<b>Email Address</b>	lshaw@thermalito.org
<b>County-District-School (CDS) Code</b>	04615496003370

## 2022-23 District Contact Information

<b>District Name</b>	Thermalito Union Elementary School District
<b>Phone Number</b>	530.538.2900
<b>Superintendent</b>	Gregory Blake
<b>Email Address</b>	gblake@thermalito.org
<b>District Website Address</b>	<a href="http://www.thermalito.org/">http://www.thermalito.org/</a>

## 2022-23 School Overview

Sierra Avenue Elementary School is located in the Thermalito Union Elementary School District near the town of Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The school is one of three K-5 schools in the district and currently serves approximately 400 students in kindergarten through fifth grade. Students leaving Sierra Avenue in the 5th grade attend Nelson Avenue Middle School, which is also part of the Thermalito Union Elementary School District. Sierra Avenue Elementary School staff and community strive to work together to create a balanced program that produces articulate, confident, and academically skilled students. Parents play very important roles through active participation and involvement in the School Site Council (SSC), the English Learner Advisory Committee (ELAC) and Parent Teacher Organization (PTO). They are encouraged to participate in various annual events and special activities, and volunteer service in and out of the classroom. Sierra has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such as during-school and after-school programs, and small group instruction are offered for students who are performing below grade level.

Sierra Avenue Elementary's mission is to develop competent, responsible, and self-directed students who positively impact their community.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	67
Grade 2	65
Grade 3	76
Grade 4	67
Grade 5	62
Total Enrollment	410

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	2.9
Asian	20.7
Black or African American	3.4
Filipino	0.2
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.5
White	49.8
English Learners	13.2
Foster Youth	0.5
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	86.6
Students with Disabilities	10.0

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.70	100.00	72.80	96.39	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.50	3.39	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.10	0.21	18854.30	6.86
<b>Total Teaching Positions</b>	20.70	100.00	75.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	We are currently using 2017 McGraw-Hill ELA/ELD Wonders curriculum for grades TK-5. The textbooks are in excellent condition and there are textbooks available for all students.  There are tablets or Chromebooks available for all students.	Yes	0.0 %
<b>Mathematics</b>	We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for grades K-5. The curriculum is in great condition and there are enough textbooks for all students.  There are tablets or Chromebooks available for all students.	Yes	0.0 %
<b>Science</b>	We are currently using the 2008 edition of the Pearson Scott-Foresman Science curriculum. The materials are in good condition, and there are enough textbooks for all students.  There are tablets or Chromebooks available for all students.	No	0.0 %
<b>History-Social Science</b>	We are currently using the 2007 edition of the Harcourt Social Studies curriculum. The materials are in good condition, and there are enough textbooks for all students.  There are tablets or Chromebooks available for all students.	No	0.0 %

### School Facility Conditions and Planned Improvements

Sierra Avenue Elementary works diligently to ensure that our campus is clean, safe, and functional. District maintenance staff and site custodial staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that safety-related repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards.

**Year and month of the most recent FIT report**

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Work orders have been submitted for chipping paint
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	26	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	19	N/A	33

## 2021-22 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
<b>All Students</b>	201	200	99.50	0.50	26.13
<b>Female</b>	97	97	100.00	0.00	30.93
<b>Male</b>	104	103	99.04	0.96	21.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	48	48	100.00	0.00	22.92
<b>Black or African American</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	23	23	100.00	0.00	17.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	13.33
<b>White</b>	96	95	98.96	1.04	29.47
<b>English Learners</b>	34	34	100.00	0.00	11.76
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	169	168	99.41	0.59	26.35
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	23	100.00	0.00	8.70

## 2021-22 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
<b>All Students</b>	201	200	99.50	0.50	22.50
<b>Female</b>	97	97	100.00	0.00	20.62
<b>Male</b>	104	103	99.04	0.96	24.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	48	48	100.00	0.00	22.92
<b>Black or African American</b>	12	12	100.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	23	23	100.00	0.00	17.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	18.75
<b>White</b>	96	95	98.96	1.04	25.26
<b>English Learners</b>	34	34	100.00	0.00	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	169	168	99.41	0.59	20.83
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	23	100.00	0.00	4.35

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.67	NT	20.14	28.5	29.47

## 2021-22 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
<b>All Students</b>	61	60	98.36	1.64	11.67
<b>Female</b>	28	27	96.43	3.57	11.11
<b>Male</b>	33	33	100	0	12.12
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100	0	16.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	29	96.67	3.33	13.79
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	56	55	98.21	1.79	10.91
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	10	90.91	9.09	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	90.2%	86.9%	86.9%	86.9%	88.5%

## 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.

#### 2022-23 Opportunities for Parental Involvement

The Sierra Avenue Elementary staff sees parental involvement as an essential component of our school community. Parents are encouraged to help shape our school site's instructional program and categorical budgets via the School Site Council and the English Language Advisory Committee. Parents are always encouraged to volunteer in their children's classrooms, assist with school-wide events and attend special activities such as the Books & Breakfast, Nurtured Heart trainings and Family Engagement Nights.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	440	212	48.2
Female	218	210	96	45.7
Male	238	230	116	50.4
American Indian or Alaska Native	13	13	8	61.5
Asian	92	91	26	28.6
Black or African American	19	16	8	50.0
Filipino	2	1	0	0.0
Hispanic or Latino	59	57	31	54.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	41	20	48.8
White	226	217	118	54.4
English Learners	57	57	16	28.1
Foster Youth	9	8	4	50.0
Homeless	20	20	15	75.0
Socioeconomically Disadvantaged	396	385	201	52.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	56	27	48.2

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.40	4.31	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.36	2.85	1.48	4.88	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.85	0.00
Female	0.92	0.00
Male	4.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.53	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	7.32	0.00
White	3.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	3.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.28	0.00

## 2022-23 School Safety Plan

Thermalito has a District-wide Comprehensive School Safety Plan, Pursuant to Education Code 32280 – 32289. Our vision is to empower all stakeholders in order to create a safe and challenging environment where all students and staff can be safe and grow academically, socially, and emotionally. We will provide an environment which allows for the development of attitudes that promote healthful physical, social, academic, and mental habits. This will be accomplished by encouraging pride in self achievement, respect and responsibility toward self and others, recognition of students and staff, and positive relationships with young people. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are the District Crisis Response Plan and a safe schools action plan. The action plan addresses two questions: 1) how can we improve our efforts in creating a caring and connected school climate and 2) how can we improve our efforts in creating a physical environment that communicates respect for learning and for individuals. The key elements of the District Crisis Response Plan are evacuation procedures, hostage crisis, loss of power and water, fallen aircraft, air quality alerts, chemical spills, civil defense/disorder, drive-by shootings, bomb threats, fire emergency, imminent danger procedures (lockdowns), and earthquakes. A copy of these procedures is available in the school office for viewing.

The Sierra Avenue Community adopted four schoolwide expectations to guide our work, which are Be Safe, Be Kind, Be Respectful, and Be Responsible. Students are encouraged to keep our schoolwide expectations in mind throughout the school day. Students are recognized for displaying appropriate behavior at school. Students with exemplary behavior are recognized as a “Kid of Character” at our monthly character education assemblies and for their improved behavior at our weekly Thunderbird Award assemblies. Also, students are given good behavior tickets if they are caught in the act of displaying one of the character traits. Tickets are drawn at our weekly Friday morning opening assemblies.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	21	1	2	
3	21		3	
4	33		2	1
5	21	1	2	
Other	11	1		



## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	19	2	1	
2	23		3	
3	20	3		
4	38		1	1
5	29		2	
Other	13	2	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	17	1	3	
2	15	3	1	
3	19	1	3	
4	14	3	2	
5	20	1	2	
Other	7	1		

## 2021-22 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	410

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7,613	4,010	3,603	73,792
District	N/A	N/A	6,930	\$83,268
Percent Difference - School Site and District	N/A	N/A	-63.2	-12.1
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-58.7	-13.7

## 2021-22 Types of Services Funded

Sierra Avenue Elementary receives a variety of categorical funding to supplement our core program. Listed below are the various funding sources and supplemental services and programs that they fund:

Title I—Two Intervention Teachers, and Six K-1 Paraeducators  
LCFF-School Counselor, Library Clerk, Computer Lab Clerk, and School Secretary

Sierra Avenue Elementary School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Learners and other students falling below grade level in reading and math. We have several programs in place to support our students in order for them to be successful (funded by Title I and LCFF):

- Based on performance data in reading/language arts and math, our Reading Intervention teacher (along with classroom teachers) selects students for targeted intervention groups that meet daily for focused instruction. These groups are flexible, and change periodically according to assessment data and student needs. Small group instruction takes place throughout the school day.
- The Accelerated Reader Program (AR) —we use this supplemental program encouraging independent reading at increasingly higher instructional levels using quizzes to assess comprehension and vocabulary development.
- In addition to classroom teachers providing 'First Tap' of ELD Instruction to EL students, our EL Intervention teacher offers an English language support class for EL students performing at ELPAC levels 1-3 and/or state standards not meet on the California Assessment of Student Performance and Progress (CAASPP) test.
- Bilingual staff are available for EL students in general education classrooms as well as for pull-outs using a variety of both English Language Arts and mathematics programs.
- The Wonders ELA/ELD curriculum is available for EL students and is a core program utilized by the general education classroom teachers as integrated and designated support for English Language Development instruction.
- eSpark on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math.
- Sierra also has several part-time support positions, including Paraeducators in all K-1 classrooms, Paraeducators in Special Education classrooms, a Library Clerk and a Computer Lab Tech.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$58,143	\$51,591
<b>Mid-Range Teacher Salary</b>	\$81,373	\$79,620
<b>Highest Teacher Salary</b>	\$110,067	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$121,179	\$131,473
<b>Average Principal Salary (Middle)</b>	\$127,716	\$135,064
<b>Superintendent Salary</b>	\$173,466	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	25%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

Over the past several years, Sierra Avenue Elementary School has provided opportunities for staff to participate in a variety of professional development activities focused on improving instruction for all students. These opportunities include instruction in Wonders ELA/ELD curriculum, Math Expressions curriculum, Thinking Maps, SIPPS phonics program, Common Core-Aligned Instructional Strategies, Nurtured Heart, the Science of Reading, Universal Design for Learning (UDL), Guided Language Acquisition Design (GLAD), Positive Behavior Interventions and Supports (PBIS), as well as training in trauma-responsive systems of support to become more aware and more responsive to the role trauma plays in both students and staff.

Additional professional development has been offered to classified and certificated staff in the areas of dyslexia and dyslexia screening, guided reading techniques, Systematic Instruction in Phonics, SIPPS, and phonic/phonemic awareness instruction.

Sierra Avenue Elementary staff has received professional development on implementing Professional Learning Communities (PLC). Sierra's Guiding Coalition meets monthly to plan and monitor our site's PLC initiatives. Additionally, Sierra's teachers are meeting monthly with teachers from our district's other elementary schools to create consistent language arts and mathematics programs across the district via identifying essential standards, creating common pacing guides and assessments, and sharing best instructional practices.

Sierra Avenue Elementary staff have received training in Positive Behavior Interventions and Supports (PBIS) with Butte County Office of Education, as well as, receiving professional development in Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) which addresses student engagement and barriers to learning.

During the COVID pandemic, Sierra Avenue Elementary Staff received training in Google Apps for Education, SeeSaw, Acellus, Social-emotional learning (SEL), and staff wellness workshops.

The TUESD school calendar and schedule provides 36 minimum days, in order to provide teachers time to collaborate for the purpose of analyzing student assessment data, designing intervention groups, and planning for future instruction. Opportunities for peer support are built into the grade level planning meetings, as well as to support from the principal via instructional feedback and tailored professional development provided at staff meetings. Our guiding coalition or district leadership team is starting to examine best practices in utilizing this collaboration time.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	36	