# Plumas 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

| | |
|---|---|
| **School Name** | Plumas Avenue Elementary |
| **Street** | 440 Plumas Ave. |
| **City, State, Zip** | Oroville, CA 95965-3219 |
| **Phone Number** | 530.538.2930 |
| **Principal** | Michael Huyck |
| **Email Address** | mhuyck@thermalito.org |
| **School Website** | https://www.thermalito.org/Domain/97 |
| **County-District-School (CDS) Code** | 04615490102327 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Thermalito Union Elementary School District |
| **Phone Number** | 530.538.2900 |
| **Superintendent** | Gregory Blake |
| **Email Address** | gblake@thermalito.org |
| **District Website Address** | www.thermalito.org |

## 2022-23 School Overview

**Mission Statement:**

The mission at Plumas Avenue School is to is to insure high levels of learning for all students. We accomplish this by creating a safe and caring community, partnering with families and staff.

**School Description:**

Plumas Avenue School is a kindergarten through fifth-grade school that lies in a residential neighborhood in northern Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The current enrollment of Plumas for the 2021-22 school year is approximately 326 students, and to serve those students we have 13 regular classroom teachers, a Reading/English Language teacher, a full time Resource Specialist (special education), a full time Physical Education teach, and a full-time School Counselor. In addition, we have 6 Para-Professionals assisting in grades K through 1, 3 extra-support paraprofessionals, a part time resource paraprofessional, a half-time Library Clerk, a part-time Computer Lab Technician (para-educator), a part-time Health Assistant, one full-time Administrative Secretary and one part-time Secretary, a full-time Custodian and a part-time Evening Custodian. We also receive additional services from the District Psychologist, District Speech Teacher, and District Nurse.

We have 1:1 technology for each student. All students and teachers utilize Google Applications for Education, including Google Classroom, Google slides, Google documents and more.

The staff at Plumas Avenue view the students as our ultimate focus of all activities on campus and value each child's uniqueness: academically, socially, and emotionally. We work hard in partnership with families to provide students an outstanding learning experience. Our school is academically oriented, providing all students with the educational programs necessary for them to develop a solid base in reading, math, and written language, through innovative instructional practices incorporating the arts, science, and technology. In addition, all staff utilize trauma informed practices, and all teachers incorporate social emotional learning into their classroom curriculum.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 75 |
| Grade 1 | 50 |
| Grade 2 | 55 |
| Grade 3 | 51 |
| Grade 4 | 44 |
| Grade 5 | 44 |
| Total Enrollment | 319 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 47.6 |
| Male | 52.4 |
| American Indian or Alaska Native | 4.1 |
| Asian | 27.6 |
| Black or African American | 3.8 |
| Filipino | 2.5 |
| Hispanic or Latino | 16.3 |
| Native Hawaiian or Pacific Islander | 0.6 |
| Two or More Races | 2.5 |
| White | 41.4 |
| English Learners | 17.6 |
| Foster Youth | 1.3 |
| Homeless | 3.1 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 86.8 |
| Students with Disabilities | 9.7 |

## 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) | 15.80 | 100.00 | 72.80 | 96.39 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 2.50 | 3.39 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0.10 | 0.21 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.80 | 100.00 | 75.50 | 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) | 16.00 | 98.46 | 74.50 | 95.52 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 1.28 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.20 | 1.54 | 1.90 | 2.50 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 0.50 | 0.69 | 15831.90 | 5.67 |
| Total Teaching Positions | 16.20 | 100.00 | 78.00 | 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.

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

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.20 |
| Total Out-of-Field Teachers | 0.00 | 0.20 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| 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 | 0.00 |

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 |
|---|---|---|---|
| Reading/Language Arts | We are currently using the 2017 McGraw-Hill ELA/ELD Wonders curriculum for grades K-5. The textbooks are in excellent condition, and there are textbooks available for all students. There are Chromebooks available for all students. | Yes | 0% |
| Mathematics | We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for grades K-5. The curriculum is in great condition, and and there are enough textbooks for all students. | Yes | 0% |

| | There are Chromebooks available for all students. | | |
|---|---|---|---|
| **Science** | We are currently using the 2008 edition of the Pearson Scott Foresman curriculum. The materials are in good condition, and there are enough textbooks for all students.<br>There are Chromebooks available for all students. | No | 0% |
| **History-Social Science** | We are currently using the 2007 edition of the Harcourt - Reflections curriculum. The materials are in good condition, and there are enough textbooks for all students.<br>There are Chromebooks available for all students. | No | 0% |

## School Facility Conditions and Planned Improvements

Plumas Avenue Elementary School was constructed and opened for the 2004-05 school year, and the facility is in very good condition. All Plumas Avenue Elementary staff work diligently to ensure that our campus is clean, safe, and functional. A District-Wide Work Order process has been established to guarantee efficient response time/service and to make sure emergency repairs are given the highest priority by district maintenance staff. The custodial and maintenance staff also keep the campus very clean, with the vegetation maintained, the grounds free of trash, and the site graffiti free. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. In December 2020, the principal and custodian conducted a FIT (Facilities Inspection Tool) of the school campus. We are proud to report that our facilities received an "Exemplary" rating with an overall rating of 99.43%.

Since July 2014, the school has been repainted, and several classrooms have been re-carpeted and re-tiled. in addition,the flooring in the office structure (including the staff room, counseling and nurse's offices, and computer lab), as well as that in the cafeteria/gym was replaced from 2014-2016, and the surface underneath was sealed to eliminate moisture from below. Each year classrooms with aged/worn carpet and linoleum/tile are identified and receive new floor covering. During the summer of 2019, iron gates were installed, leaving the school completely sealed off from adjacent properties to the front, back, and sides and safe from vandalism when school is not in session. Also, in May of 2019, a new state of the art playground was installed on the north side of the school to replace that which was destroyed in a fire in October 2018.

During the summer of 2020, the front parking lot of Plumas was extended west to the area in front of the kindergarten classrooms and now provides additional, needed parking for the public and staff. Also, additional handicapped parking spots were delineated, as well as new, highly visible, well- marked walkways from the bus stop on Plumas Avenue to the front of the school and through the existing parking lot. Lastly, the district has received new siding to replace that which has deteriorated along some of outside walls of classrooms. It is expected to be replaced during the 2021-22 school year.

| Year and month of the most recent FIT report | August 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | Siding has dry rot on along the bottom of south side of room 4 and room 18. The maintenance staff will be replacing that which is worn and damaged in 2023. |

## School Facility Conditions and Planned Improvements

| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | |
|---|---|---|---|---|

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

## 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 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 35 | N/A | 29 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 25 | 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 |
|---|---|---|---|---|---|
| All Students | 142 | 142 | 100.00 | 0.00 | 34.51 |
| Female | 72 | 72 | 100.00 | 0.00 | 40.28 |
| Male | 70 | 70 | 100.00 | 0.00 | 28.57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 41 | 41 | 100.00 | 0.00 | 34.15 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 32.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 56 | 56 | 100.00 | 0.00 | 33.93 |
| English Learners | 32 | 32 | 100.00 | 0.00 | 21.88 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 119 | 119 | 100.00 | 0.00 | 32.77 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 24 | 24 | 100.00 | 0.00 | 12.50 |

## 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 |
|---|---|---|---|---|---|
| All Students | 142 | 141 | 99.30 | 0.70 | 24.82 |
| Female | 72 | 72 | 100.00 | 0.00 | 26.39 |
| Male | 70 | 69 | 98.57 | 1.43 | 23.19 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 41 | 41 | 100.00 | 0.00 | 24.39 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 28.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 56 | 55 | 98.21 | 1.79 | 23.64 |
| English Learners | 32 | 32 | 100.00 | 0.00 | 9.38 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 119 | 118 | 99.16 | 0.84 | 22.03 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 24 | 24 | 100.00 | 0.00 | 12.50 |

## 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 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | | | | | | |

## 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 |
|---|---|---|---|---|---|
| All Students | 40 | 40 | 100 | 0 | 27.5 |
| Female | 18 | 18 | 100 | 0 | 27.78 |
| Male | 22 | 22 | 100 | 0 | 27.27 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 13 | 13 | 100 | 0 | 15.38 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 13 | 100 | 0 | 30.77 |
| English Learners | 11 | 11 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 36 | 36 | 100 | 0 | 25 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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 | 100% | 97.7% | 95.3% | 97.7% | 95.3% |

## 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 Plumas Avenue school staff consider parental involvement 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 (SSC) and the English Language Advisory Committee (ELAC). The Plumas Avenue School SSC is an active group consisting of five elected parents, three teachers, one classified staff member, and the principal. Currently there is not an organized Parent Booster Organization, but there is extensive outreach done to include parents in organizing and helping with activities sponsored by our school, including helping with Dr. Seuss Day, seasonal celebrations/activities and other school-wide events. In addition, the Plumas Safety/School Climate & Culture Committee works with families to gather input on keeping all students and staff safe, as well as making the school a safe and welcoming place and hub of the community. Parents are always encouraged to volunteer in their children's classrooms, to assist with special activities, to help at school-wide events, and to attend special events/activities, monthly school-wide assemblies (focused on social-emotional learning and building a positive school culture and climate) and other events focused on family engagement (both educational and just for fun). Outside agencies (including the University of California Extension, and Hmong Cultural Center) provide classes and offer additional support to help families support their children. Communication to parents is provided in English and Hmong, and families are notified of meetings and events through a monthly newsletter, written invitations/flyers, personal phone calls, recorded phone calls, texts, emails, social media (Facebook and school website) and on the digital marquee in front of the school.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 341 | 333 | 99 | 29.7 |
| Female | 161 | 158 | 45 | 28.5 |
| Male | 180 | 175 | 54 | 30.9 |
| American Indian or Alaska Native | 13 | 13 | 4 | 30.8 |
| Asian | 89 | 88 | 15 | 17.0 |
| Black or African American | 14 | 14 | 6 | 42.9 |
| Filipino | 8 | 8 | 1 | 12.5 |
| Hispanic or Latino | 57 | 56 | 16 | 28.6 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 9 | 8 | 3 | 37.5 |
| White | 145 | 140 | 51 | 36.4 |
| English Learners | 60 | 60 | 10 | 16.7 |
| Foster Youth | 4 | 4 | 1 | 25.0 |
| Homeless | 15 | 13 | 8 | 61.5 |
| Socioeconomically Disadvantaged | 296 | 289 | 93 | 32.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 39 | 38 | 13 | 34.2 |

## 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 | 0.82 | 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 | 0.27 | 2.64 | 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 | 2.64 | 0.00 |
| Female | 1.24 | 0.00 |
| Male | 3.89 | 0.00 |
| American Indian or Alaska Native | 7.69 | 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 | 4.83 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.04 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.13 | 0.00 |

## 2022-23 School Safety Plan

The Thermalito Union Elementary School District (TUESD) has a district-wide Comprehensive School Safety Plan that is updated annually, 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 can grow academically, socially, and emotionally. We provide an environment which allows for the development of attitudes that promote healthful physical, social, academic, and mental habits. This is 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.

At the Plumas Avenue Site, the number one focus is on safety, and our school safety goal is: "To ensure all students feel safe at school." School-wide behavior expectations have been adopted and are posted throughout the campus focusing on the three ideals of being Safe, Respectful, and Responsible. Students are encouraged to keep these expectations in mind throughout the school day and are recognized for their positive behaviors with PRIDE tickets (which can earn them "Spin the Wheel" prizes) and ongoing accolades from staff. In addition, monthly character traits are taught, posted, and encouraged at assemblies and in class, and a special celebration is held at the end of each month honoring students who have exemplified the character trait.

A Safety/Culture/Climate Committee made up of classified and certificated staff meets multiple times a year to evaluate the school climate and and to work together to provide the safest experience possible for students and staff. All visitors to campus are required to check in at the office where they receive a bright, yellow sticker identifying they are approved to be present on campus. The student pick-up procedure has been modified requiring those in vehicles to drive along the east side of the school on the other side of the locked gates and requiring those on foot picking up students to wait at the front of the school (also behind the locked gates), until the dismissal bell rings. Staff members are posted at various places on campus (front, back, and sides, including the hallways and playground) both before and after school to further ensure student safety. Fourteen cameras have been installed to provide added security, both during and outside of school hours. Iron fencing is installed across the front and sides of the school, and additional gates were installed to close off the classrooms from the playground area, adding additional security to the school. Much positive feedback has been received from the school community showing appreciation for the additional safety measures.

| 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 | 23 | | 3 | |
| 1 | 34 | | 1 | 1 |
| 2 | 27 | | 2 | |
| 3 | 24 | | 2 | |
| 4 | 27 | | 2 | |
| 5 | 23 | | 2 | |
| Other | 24 | | 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 | 19 | 3 | | |
| 1 | 19 | 3 | | |
| 2 | 21 | 1 | 2 | |
| 3 | 22 | | 2 | |
| 4 | 29 | | 1 | |
| 5 | 31 | | 1 | |
| Other | 18 | 1 | 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 | 15 | 3 | 2 | |
| 1 | 25 | 1 | 1 | 1 |
| 2 | 14 | 3 | 1 | |
| 3 | 13 | 2 | 2 | |
| 4 | 15 | 2 | 1 | |
| 5 | 11 | 3 | 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** | 319 |

## 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 | 8,791 | 1,573 | 7,218 | 89,779 |
| District | N/A | N/A | 6,930 | $83,268 |
| Percent Difference - School Site and District | N/A | N/A | 4.1 | 7.5 |
| State | N/A | N/A | $6,594 | $84,612 |
| Percent Difference - School Site and State | N/A | N/A | 9.0 | 5.9 |

## 2021-22 Types of Services Funded

Plumas Avenue School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Learners and students falling below grade level in English language arts/literacy 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):

- SST– (Student Success Team) - This team meets one day per month and on an as needed basis (before and after school) to review and discuss the best approaches to meet the needs of struggling students (academically and socially/emotionally/behaviorally). Through this process, a team of teachers, specialists, the principal, and parents of the students of concern meet to review strategies and practices already implemented and to look at interventions, supports and new strategies to help students be most successful.

- 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.

- All grades, K-5, are providing math intervention at least two times per week for 30 minutes or more. Some grade levels are sharing students, and others are doing intervention with the students in their own classrooms.

- Accelerated Reader Program (AR) —This supplemental program is used to encourage independent reading at increasingly higher instructional levels, using quizzes to assess comprehension and vocabulary development. Currently the web based version called Renaissance Place is used.

- In addition to classroom teachers providing the "First Tap" of English Language Development (ELD) Instruction to our English Learner (EL) students, an English Language Intervention teacher offers English language support to EL students performing at levels 3 and below on the ELPAC test and/or not meeting the state standards on the California Assessment of Student Performance and Progress (CAASPP) test.

- A Bilingual Para-Educator is available to support EL students and works with small groups focusing on specific skill development in English language arts and math.

- The Wonders ELA/ELD curriculum is an integrated core program utilized by the general education classroom teachers to provide designated support for English Language Development instruction for our EL students.

* Several part-time support positions, including para-educators in all K-1 classrooms, a Library Clerk, a student advocate, a Computer Technician, and 3 intervention para-educators, further support students both academically and socially/emotionally/behaviorally.

## 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 |
|---|---|---|
| **Beginning Teacher Salary** | $58,143 | $51,591 |
| **Mid-Range Teacher Salary** | $81,373 | $79,620 |
| **Highest Teacher Salary** | $110,067 | $104,866 |
| **Average Principal Salary (Elementary)** | $121,179 | $131,473 |
| **Average Principal Salary (Middle)** | $127,716 | $135,064 |
| **Average Principal Salary (High)** | | $137,679 |
| **Superintendent Salary** | $173,466 | $205,661 |
| **Percent of Budget for Teacher Salaries** | 25% | 33% |
| **Percent of Budget for Administrative Salaries** | 4% | 6% |

## Professional Development

Over the past several years, Plumas Avenue Elementary School, Thermalito District, Butte County Office of Education, and the California Department of Education have offered a multitude of professional learning opportunities for staff to participate in and focus on improving instruction for all students. These opportunities include instruction in Thinking Maps, Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Common-Core aligned Instructional Strategies, Being a Writer, Professional Learning Communities (PLC) as well as Multi-Tiered Systems of Support (MTSS) training in Universal Design for Learning (UDL), Social Emotional Learning (SEL), and trauma-responsive systems of support to become more aware and responsive to the role trauma plays in both the lives of students and staff.

The District provided several days per year of staff development for all teachers. All grade levels have worked hard to develop common pacing guides and formative assessments aimed at improving instructional practices to better support ALL students. Plumas Avenue developed a guiding coalition of teachers to lead our development, as we moved forward in implementing a professional learning community model. During grade level team meetings teachers developed intervention plans to meet the needs of all students (below, at and above grade level). The teachers in all grade levels committed to providing twice-weekly grade level math interventions based upon the data reviewed at the weekly grade level meetings. Our Guiding Coalition Team examined best practices in utilizing this collaboration time and continued to pursue training in Trauma Responsive Systems of Support.

A District Reading Specialist/Coach provided valuable training to both classified (paraprofessionals) and certificated staff in the areas of dyslexia and dyslexia screening, guided reading techniques, SIPPS, the Science of Reading, and phonic/phonemic awareness instruction. The District Reading Specialist/Coach also provided valuable coaching support to our teachers and developed targeted instructional practices to improve student achievement. Many teachers enthusiastically took advantage of the additional support offered by the District Specialist.

Staff members (both certificated and classified) are encouraged to explore the array of opportunities available and are supported to take advantage of conferences, workshops, seminars, and collaboration opportunities that will support them in building their expertise. During the COVID-19 pandemic and beyond, staff received training in Google Apps for Education, SeeSaw, Acellus online Learning Accelerator, Social-emotional learning (SEL), Universal Design for Learning (UDL), and staff wellness workshops.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 36 | 36 | 36 |