

# Siskiyou Avenue Elementary School

## 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>	Siskiyou Avenue Elementary School
<b>Street</b>	2060 6th Street
<b>City, State, Zip</b>	Oroville, CA 95965
<b>Phone Number</b>	530-538-2950
<b>Principal</b>	Tammy Duggan
<b>Email Address</b>	tduggan@thermalito.org
<b>School Website</b>	<a href="https://www.thermalito.org/Domain/326">https://www.thermalito.org/Domain/326</a>
<b>County-District-School (CDS) Code</b>	04 61549 0141341

## 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>	www.thermalito.org

## 2022-23 School Overview

Siskiyou Avenue is a new school created to accommodate our expanding Transitional Kindergarten program. It is focused on providing developmentally appropriate, child-centered instruction that meets the needs of our four year old learners. Instruction, assessments, and reporting tools are designed with guidance from the California State Standards, California Preschool Learning Foundations and the California Preschool Learning Framework. The Alignment of California Preschool Learning Foundations with Key Early Education Resources from CDE also provides additional guidance.

Our site receives additional support from staff from our neighboring school, Plumas Avenue Elementary School. Their Computer Lab Technician will address technology issues and their Reading/English Language Intervention Teacher completes state testing and state paperwork with regards to our English Language Learners. In addition, students receive targeted instruction from a Physical Education teacher twice a week. Additional services from the District Psychologist and District Nurse are provided as needed as well as an on-site speech teacher. We have set of 8 newly purchased tablets with removable keyboards for each classroom. Teachers utilize a variety of online platforms for students including, Generation Genius, Mystery Science, and Discovery Education.

All of Siskiyou Avenue is focused on making school a rewarding and positive experience as students begin their educational journey. Our staff is extremely knowledgeable about creating developmentally appropriate and engaging learning opportunities, across all content areas, to meet the needs of every student. All teachers incorporate social emotional learning and trauma informed practices into their classroom instruction. Siskiyou staff cares about each child and works hard to meet the needs of all students. We truly value the important role families play in their child's education. We strongly support that home-school connection and want every family to feel comfortable communicating with us about any needs they may have.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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## 2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

### 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>			72.80	96.39	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>			0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>			0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>			2.50	3.39	12115.80	4.41
<b>Unknown</b>			0.10	0.21	18854.30	6.86
<b>Total Teaching Positions</b>			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		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</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.

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

## 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)		
<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)		

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 2020	
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 the 2017 McGraw-Hill ELA/ELD World of Wonders curriculum for Transitional Kindergarten. The textbooks are in excellent condition, and there are textbooks available for all students. There are tablets available for all students to use.	Yes	0%
<b>Mathematics</b>	We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for Transitional Kindergarten. The curriculum is in great condition, and there are textbooks available for all students. There are tablets available for all students to use.	Yes	0%
<b>Science</b>	We are currently using the 2017 McGraw-Hill World of Wonders curriculum for Transitional Kindergarten, which integrates science content into the program. The textbooks are in excellent condition, and there are textbooks available for all students. There are tablets available for all students to use.	Yes	0%
<b>History-Social Science</b>	We are currently using the 2017 McGraw-Hill World of Wonders curriculum for Transitional Kindergarten, which integrates social science content into the program. The textbooks are in excellent condition, and there are textbooks available for all students. There are tablets available for all students to use.	Yes	0%

### School Facility Conditions and Planned Improvements

Siskiyou Avenue Elementary School opened for the 2022-2023 school year. The shared campus was recently remodeled and updated in the 2020-2021 school year. All Siskiyou 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 keeps 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 September 2022, the principal, district maintenance personal, and our site 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 100%. During the summer of 2022 the two classrooms Siskiyou Ave. occupiers were modified to accommodate our program. These modifications were tile replacement in room 2 and painting in room 3.

**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			
<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			

**School Facility Conditions and Planned Improvements**

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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**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		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 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)						

## 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>	NT	NT	NT	NT	NT
<b>Female</b>	NT	NT	NT	NT	NT
<b>Male</b>	NT	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	NT	NT	NT	NT	NT
<b>Asian</b>	NT	NT	NT	NT	NT
<b>Black or African American</b>	NT	NT	NT	NT	NT
<b>Filipino</b>	NT	NT	NT	NT	NT
<b>Hispanic or Latino</b>	NT	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	NT	NT	NT	NT	NT
<b>Two or More Races</b>	NT	NT	NT	NT	NT
<b>White</b>	NT	NT	NT	NT	NT
<b>English Learners</b>	NT	NT	NT	NT	NT
<b>Foster Youth</b>	NT	NT	NT	NT	NT
<b>Homeless</b>	NT	NT	NT	NT	NT
<b>Military</b>	NT	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	NT	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	NT	NT	NT	NT	NT
<b>Students with Disabilities</b>	NT	NT	NT	NT	NT

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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

## 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

A goal of our school community is to foster a joint effort of parents and staff to establish and maintain high expectations for all areas of student growth and development. The role our families play is essential for the success of every student obtaining the highest quality education. Both staff and administration work diligently to connect with families on a regular basis. Electronic platforms as well as phone calls and in-person conversations are part of our daily program and provide us many opportunities to build positive relationships with families.

## 2022-23 Opportunities for Parental Involvement

We encourage parents to have an active role in their child's education by volunteering in class, participating in special events, and attend parent-family conferences and meetings. Some of the events we have hosted are a Stone Soup Thanksgiving Celebration, Cocoa & Crafts in the Classroom, and a 100th Day of School Family Night. Parents are also invited to participate in School Site Council and ELAC meetings as well as attend Back to School Night, Open House, and multiple other family events planned throughout the year.

### 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate								8.9	7.8
Graduation Rate								84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

### 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		4.31	2.45
Expulsions		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			1.48	4.88	0.20	3.17
Expulsions			0.00	0.00	0.00	0.07

## 2021-22 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
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

## 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 positive relationships with young people.

At the Siskiyou Avenue Site, we put a high priority on safety. School-wide behavior expectations have been adopted and shared with all students focusing on the three ideals of being Safe, Honest, and Kind. Students are encouraged to keep these expectations in mind throughout the school day and are recognized for their positive behaviors in a multitude of ways such as specific verbal and/or written praise, school-wide celebrations, positive principal and teacher phone calls, classroom rewards, and celebration with the Principal. In addition, character traits are taught throughout the day.

All visitors to campus are required to check in at the office where they receive a sticker identifying they are approved to be present on campus. Parents must come to the classroom door to drop off and pick up their child. Additional security cameras have been recently installed to provide added security, both during and outside of school hours. Iron fencing is installed completely around the school, and all gates expect one remain locked during the school day.

## 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
<b>Pupils to Academic Counselor</b>	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 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
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$83,268
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

Siskiyou Avenue School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Language Learners and other students needing additional support 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, classroom teachers adjust instruction to meet the varying needs of their students. In addition, staff provides developmentally appropriate activities and supplemental support based on the academic expectations from the California State Standards, California Preschool Learning Foundations and the California Preschool Learning Framework. Instructional groups are flexible and change periodically according to assessment data and student needs. Small group instruction takes place throughout the school day.
- In addition to classroom teachers providing 'First Tap' of ELD Instruction to EL students, we have access to an EL Intervention teacher who will supervise and conduct all state assessments for EL students such as the ELPAC.
- Bilingual Para educators are available for EL students in each classroom as well as for additional support, in both large and small group settings, using a variety of both English Language Arts and mathematics programs and instructional strategies.
- 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.
- All students are screened at the beginning of the year by our on-site district speech teacher. Those identified with a need receive additional speech services.
- Our Student Success Team (SST) meets on an as-needed basis (before and after school) to review and discuss the best approaches to meet the needs of struggling students (academically, 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.

Siskiyou has a full-time paraeducator in each class and two additional paraeducators who provide both academic and social-emotional support for those students who are struggling with academic or behavior issues. One of the part-time paraeducators is also our Student Advocate. She provides support to our families to encourage good attendance at school and is funded by an LCSSP grant and LCFF funding. We also have access to a Computer Lab Technician.

## 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>Average Principal Salary (High)</b>		\$137,679
<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%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

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
<b>Computer Science</b>	
<b>English</b>	
<b>Fine and Performing Arts</b>	
<b>Foreign Language</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Science</b>	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## Professional Development

While our campus is a new program almost all of our staff has worked in the district for several years and has been offered a multitude of professional learning opportunities for staff to participate in. These opportunities focused on improving instruction for all students. Some topics were Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Professional Learning Communities (PLC), 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 has also provided training in math fact fluency instruction with our county math specialist and foundational reading workshops on the "Science of Reading" with our District Reading Specialist.

Currently, our Transitional Kindergarten teachers participate in four District-Wide Instructional Professional Development days. During this time staff meets to address grade level projects such as creating report cards and assessments that align with the California State Standards, California Preschool Learning Foundations and the California Preschool Learning Framework. The Alignment of California Preschool Learning Foundations with Key Early Education Resources from CDE provides additional guidance.

Teachers also have additional planning time once a month for a full day to continue their work on creating developmentally appropriate instruction that meets the needs of all of our young learners. Resources from other educational organizations are shared with staff addressing such topics as play-based learning.

At our site every member plays an important role in every student's education and are encouraged to access multiple resources for professional development opportunities. Both certificated and classified staff have participated in classroom observations of our district's preschool program. Educators are also provided professional learning opportunities offered by outside agencies such as West Ed, California Preschool Instructional Network, and Butte County Office of Education in addition to attending larger conferences, such as the California Kindergarten Conference.

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	13