

Local Control Accountability Plan (LCAP)

Minutes

October 21, 2025, 3:30-4:30pm

District Office

Start Time: 3:30 pm

1. Welcome and Introductions:

In Attendance: Julie Carr (Principal Plumas), Tammy Duggan (Dir/Principal Siskiyou), Bill Harrington (Dir/Principal Poplar), Scott Johnson (Asst. Superintendent), Andrew Reid (Principal Sierra), Lisa Shaw (Director St. Services), Rochelle Simmons (Principal CDS), Jeff Smith (Teacher Plumas), Cody Walker (Superintendent)

Notes: A conversation was held regarding a student member. The team discussed having the Student Body President of Nelson, 7th grader, join our LCAP team.

2. Agenda:

- ☒ Intent of the LCAP Development Process
- ☒ CAASPP, CAST, and ELPAC results
- ☒ Chronic Absenteeism data- not updated
- ☒ CA School Dashboard update
- ☒ Compliance & Improvement Monitoring (CIM) update
- ☒ Title IV Needs Assessment Input
- ☒ Parent and Family Engagement policy Input

Intent of the LCAP Development Process:

Notes: The team reviewed ED Code and the intention and requirements of the LCAP

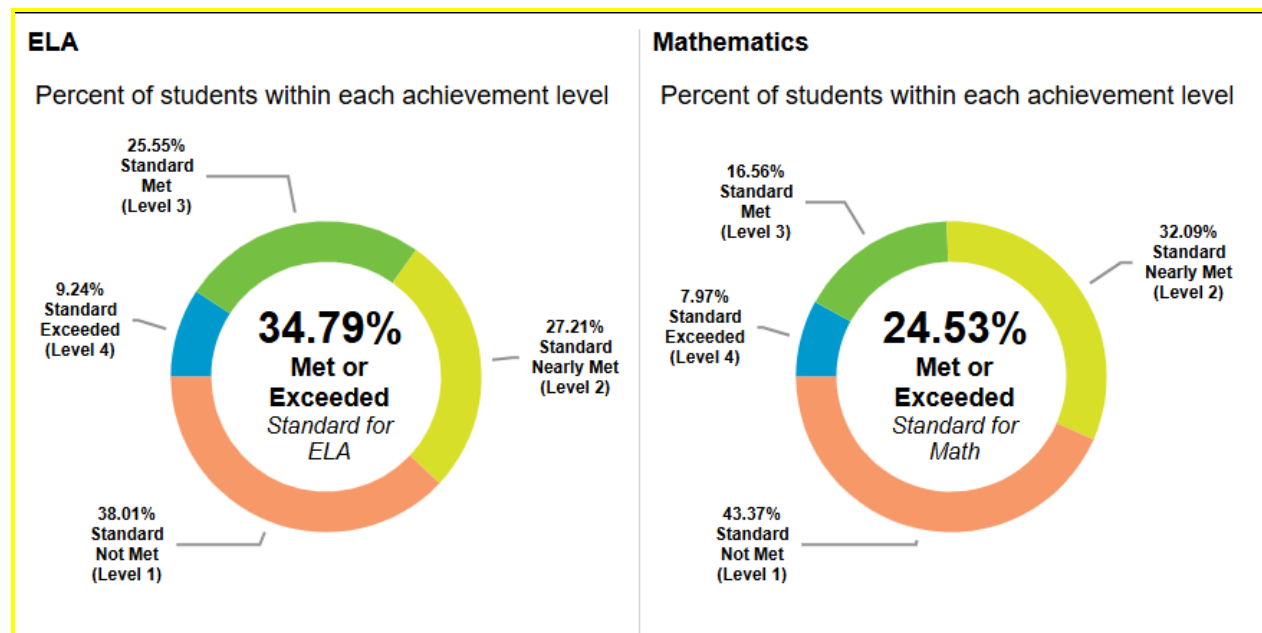
EC Section 52064(e)(1) was revised to require that the process of developing and annually updating the LCAP must support local educational agencies (LEAs) in comprehensive strategic planning, accountability, and improvement across the state

priorities, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard).

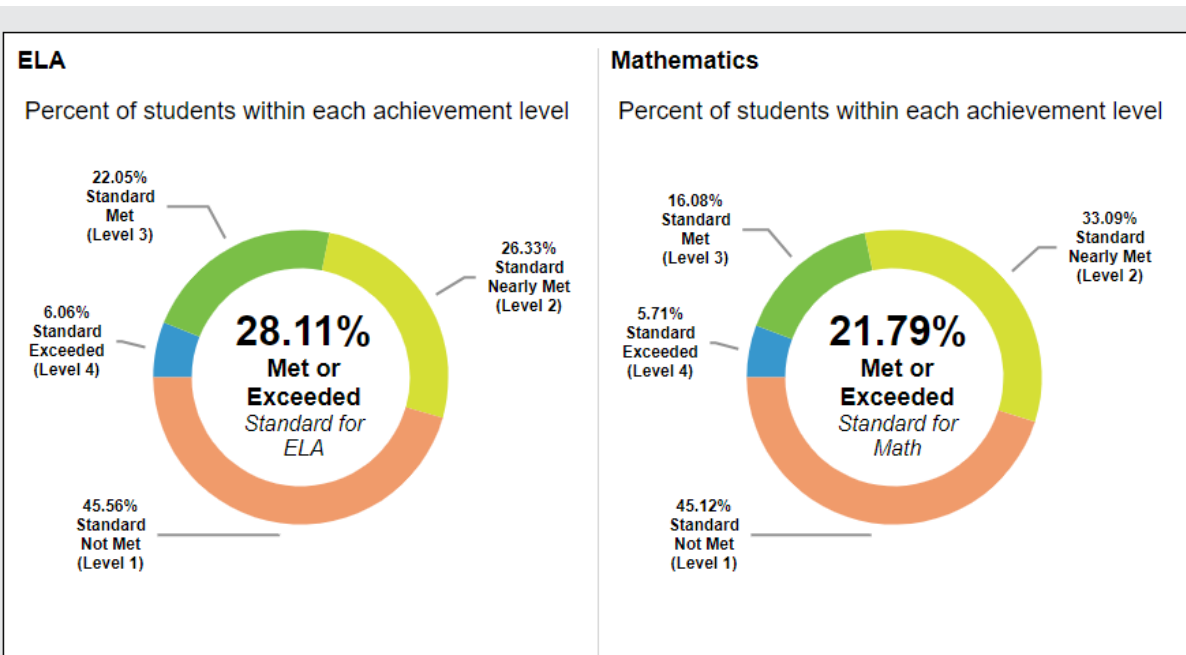
- [2024-2025 LCAP](https://caaspp-elpac.ets.org/caaspp/Default): 2024-2025 California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy, Math and Science (CAST) and ELPAC results: <https://caaspp-elpac.ets.org/caaspp/Default>

Notes: Released CAASPP Scores in ELA, Math, and Science were discussed and compared to previous year scores. It was noted that in all areas, student scores for Met or Exceeded Standard improved. All Subgroups made progress with the exception of Students with Disabilities in Math, Hispanic in Math and Homeless in both ELA and Math who decreased from 2-12%.

2024-25



2023-24



Note: **2024 to 2025** Met or Exceeded content standards **Growth status** for academic achievement.

- Overall ELA/Literacy **increase 6.68%** and Math **increase 2.74%**
- ELA back to previous baseline (previous-3.44% drop) + an additional 3.24% increase
- Math continues to rise (previous 1.6% increase)

Next steps: Grade level and content area teacher collaboration to analyze student results by standard & domain to determine instructional focus moving forward.

- Interim assessments are available for practice taking standards-based tests.

Student Groups: Are [clearly addressed](#) in the new LCAP.

Percent Met or Exceeded (*Percentages are rounded)

Student Groups	2023-24 ELA	2024-25 ELA	Change	2023-24 Math	2024-25 Math	Change

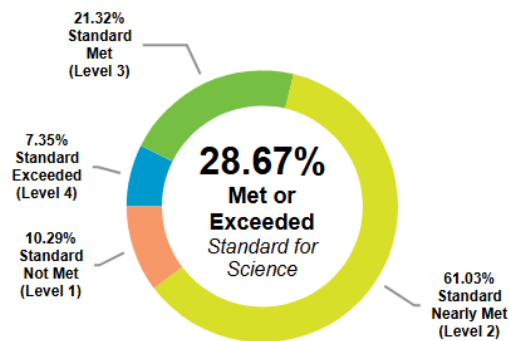
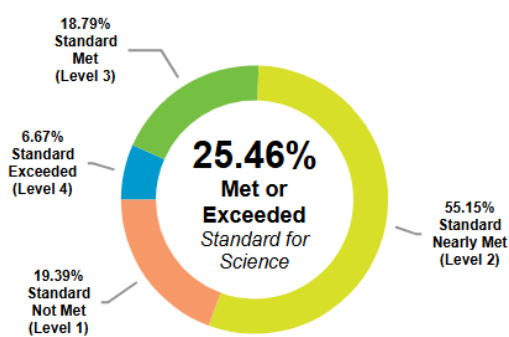
Socio disadvantaged	26%	32%	Increase 6%	21%	23%	Increase 2%
Students w/Disabilities	6%	8%	Increase 2%	6%	4%	Decrease 2%
English Learners	9%	11%	Increase 2%	6%	8%	Increase 2%
Long Term ELs	0%	0%	Status only	0%	3%	Increase 3%
American Indian	38%	47%	Increase 9%	28%	37%	Increase 9%
Asian	32%	39%	Increase 7%	23%	27%	Increase 4%
Black or African American	13%	33%	Increase 20%	4%	42%	Increase 38%
Hispanic	24%	29%	Increase 5%	22%	18%	Decrease 4%
Filipino	---	82%		---	82%	
White	26%	31%	Increase 5%	23%	24%	Increase 1%
Two or More Races	26%	34%	Increase 8%	8%	15%	Increase 7%

Homeless	36%	24%	Decrease 12%	18%	9%	Decrease 9%
Foster Youth	---	---	---	---	---	---
Military Status	6%	17%	Increase 11%	6%	8%	Increase 2%

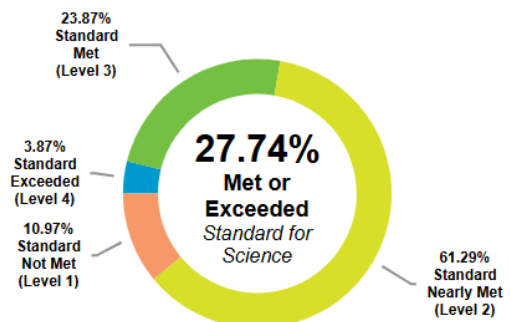
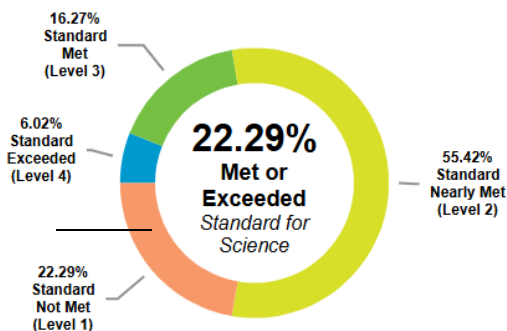
Note:

- 1 to 3% change **may** be considered “no change” on the CA School Dashboard.
- — indicates a number of students too small to report on (fewer than 11 students).
- Other groups too small in numbers and not listed are Native Hawaiian or Pacific Islander and Foster Youth.

2024-2025 California Science Test (CAST) results



2023-2024 California Science Test (CAST) results



5th Grade

8th Grade

Notes:

- 5th grade **increase** 3%
- 8th grade **increase** 1% (previous increase of 10%)
- New CAST Interim assessments are now available for teachers to use with **all grades 3rd - 8th** to practice taking the science test which mirrors CAST.

2024-25 District Comparisons

Notes: The team discussed where Thermalito compared to the surrounding Butte County School districts, charter schools and with the state of California. The team noticed some strong numbers with the Golden Feather school and wondered what caused the increase in Math scores specifically. Scott Johnson shared that Golden Feather had a short lived luxury of hiring a Math Intervention Teacher which may have contributed positively to their math scores. In addition to the comparisons, Cody Walker, shared his goals as Superintendent to have a 5% average increase in all scores across the board. He thought this would give us the ability to stay competitive and comparable to our other county schools. It was noted that STREAM Charter School has over 100 Thermalito ESD students enrolled in their school and that they are outscoring us in all subject areas released.

Thermalito will continue with its incentive program as an attempt to add importance and relevance to the test taking process with students.

Newly released ELPAC scores were discussed and an increase of 4% was noted.

2024-25 CAASPP Results - Butte County Districts & Charters

English Language Arts	
District	Meeting or Exceeding
Bangor	57.70%
Chico	54.15%
Manzanita	51.38%
Durham	50.19%
Gridley	50.10%
California	48.81%
Biggs	37.72%
Golden Feather	36.59%
Palermo	35.60%
Thermalito	34.79%
Paradise	33.90%
Pioneer	29.17%
OCESD	26.58%
Charter	Meeting or Exceeding
Nord Country	69.78%
CORE	51.34%
STREAM	40.00%

Mathematics	
District	Meeting or Exceeding
Chico	40.19%
Manzanita	37.77%
California	37.30%
Durham	36.72%
Golden Feather	34.15%
Gridley	33.23%
Bangor	32.07%
Paradise	29.56%
Thermalito	24.53%
Palermo	23.09%
Biggs	20.85%
Pioneer	20.83%
OCESD	17.72%
Charter	Meeting or Exceeding
Nord Country	56.12%
CORE	35.28%
STREAM	32.35%

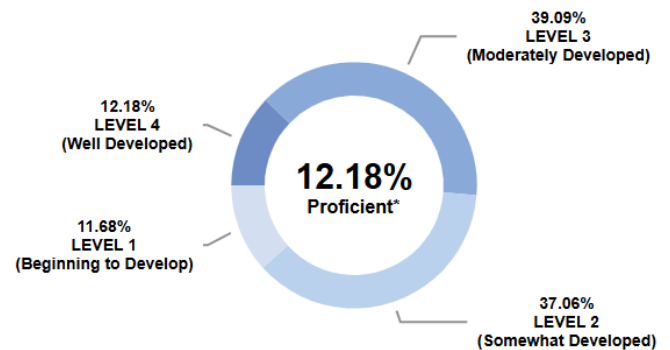
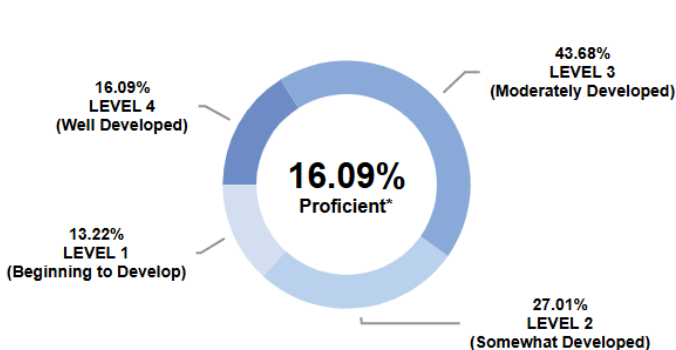
Science	
District	Meeting or Exceeding
Chico	41.64%
Durham	40.27%
Manzanita	37.74%
Gridley	36.07%
Bangor	35.00%
California	32.66%
Paradise	30.82%
Thermalito	26.91%
Golden Feather	25.00%
OCESD	20.69%
Palermo	17.87%
Biggs	15.45%
Pioneer	N/A
Charter	Meeting or Exceeding
Nord Country	71.74%
CORE Butte	39.81%
STREAM	38.55%

2025-26 Goals					
ELA	40.00%	Mathematics:	30.00%	Science:	32.00%
Needed Change:	5.21%	Needed Change:	5.47%	Needed Change:	5.09%
2024-25 Change:	6.68%	2024-25 Change:	2.74%	2024-25 Change:	1.99%

Summative English Learner Proficiency Assessment of California (ELPAC) results

2024-25 ELPAC

2023-24 ELPAC



Notes:

- ELPAC assesses reading, writing, speaking & listening
- Increase 4%

Chronic absenteeism:

Notes: It was noted that the 2025 Chronic Absenteeism numbers were not released, but should be expected in November with the release of the full CA Dashboard. With added efforts and attention to Attendance, the district discussed the expectation of improved numbers in this area as well.

Efforts discussed to improve attendance and Chronic Absenteeism were:

- The current MOU with a School Resource Officer
- Home visits to get kids to school
- Door hangers regarding the reason for the home visit and ways that the school can support attendance and family needs. Julie Carr shared this idea as something that Plumas Ave. has started. She offered to share the resource and her process with the other principals
- SARB

2024-2025: has not been updated

2023-2024:

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Thermalito Union Elementary	1,627	325	20.0%
Butte County	26,162	5,498	21.0%
Statewide	5,236,744	1,076,501	20.6%

2022-2023	Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
	Heritage Community Day	*	*	*
	Nelson Avenue Middle	495	110	22.2%
	Plumas Avenue Elementary	356	58	16.3%
	Poplar Avenue Elementary	336	39	11.6%
	Sierra Avenue Elementary	393	98	24.9%
	Siskiyou Avenue Elementary	44	17	38.6%

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Thermalito Union Elementary	1,609	317	19.7%
Butte	25,976	6,509	25.1%
Statewide	5,268,302	1,339,670	25.4%

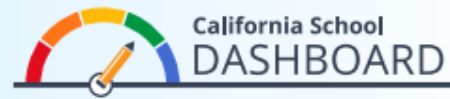
Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Heritage Community Day	16	12	75.0%
Nelson Avenue Middle	488	99	20.3%
Plumas Avenue Elementary	341	53	15.5%
Poplar Avenue Elementary	315	46	14.6%
Sierra Avenue Elementary	433	108	24.9%
Siskiyou Avenue Elementary	36	12	33.3%

Notes:

- Thermalito **static** Chronic Absenteeism 20%

[CA School Dashboard:](#)

Getting to Know the California School Dashboard



The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about transitional kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

The Dashboard represents one of many steps taken over the past decade that have raised the bar for student learning, increased the focus on equity, and expanded the review of performance data to a specific set of state and local measures. For more information, please visit the [Dashboard website](#).

Measures of School Success

State Measures

State measures allow for comparisons across schools and districts.

- Academic Indicators (Academic—English Language Arts, Academic—Mathematics)
- Chronic Absenteeism Indicator
- College/Career Indicator
- English Learner Progress Indicator
- Graduation Rate Indicator
- Science Indicator
- Suspension Rate Indicator

Results are presented for all districts, schools, and student groups (for example, racial/ethnic groups, socioeconomically disadvantaged, English learners, long-term English learners, homeless, foster youth, and students with disabilities).

On the Dashboard, schools and districts receive one of five Performance Levels for each eligible state measure. The Performance Levels are determined using current year and prior year data and are represented by a color ranging from Red (lowest performance) to Blue (highest performance).



Local Measures

Local measures are based on information collected by districts, county offices of education (COEs), and charter schools. Additional information about the local measures can be found by visiting the [California Department of Education \(CDE\) Local Indicators web page](#).

- **Basic Services and Conditions**
 - Teacher assignments, safe and clean buildings, and instructional materials for all students
- **Implementation of State Academic Standards**
- **School Climate**
 - Student's perception of safety and connection to the school
- **Parent and Family Engagement**
- **Access to a Board Courses of Study**
- **Coordination of Services for Expelled Students (COEs only)**
- **Coordination of Services for Foster Youth (COEs only)**

Districts receive one of **three** ratings for each of the local measures:

- **Met**
- **Not Met**
- **Not Met for Two or More Years**

School and student group information is not available for local measures.

For more information, please visit the [CDE California School Dashboard and System of Support web page](#).

Contact the Analysis, Measurement, and Accountability Reporting Division by email at dashboard@cde.ca.gov.



August 2025

- It will show **growth change status** from 2023-24 to 2024-25
- Performance of the state indicators growth status for districts, schools, and all student groups

Compliance & Improvement Monitoring (CIM) update:

Notes: Lisa Shaw shared that the district has been designated with Compliance & Improvement Monitoring (CIM) again and is starting a new 3 year cycle. She noted that the areas of concern are Academics, Suspension and Absenteeism in the sub category of Students with Disabilities on the 2024 Dashboard. The CIM process includes being a “Grantee,” with the Supporting Innovative Practices (SIP) team. Work that Thermalito is doing in conjunction with SIP and through Multi-Tiered System of Supports (MTSS) are all collaborated and contributive to the work necessary as part of the CIM process.

- Starting a new 3 year cycle

LCAP Federal Addendum update: (an official accountability document)

Notes: Lisa Shaw shared how Thermalito uses the Title funds in the LCAP, which is providing reading intervention teachers, EL support teachers and Instructional Aides in the K-1st grade classrooms. Data was reviewed in the areas of reading for first and second grade students, which showed a slight improvement over the previous year.

Additionally, it was noted that 25 English Learners students this school year qualified for reclassification. The District Reclassification Ceremony is scheduled for November 13, 2025 and will be held at Sierra Avenue Elementary School starting at 5:30 pm.

Thermalito must address the Strategy and Alignment of using federal funds to supplement and enhance local priorities or initiatives funded with state funds.

Summary (aligns with LCAP Goals) - Districtwide, Thermalito:

- Title I, II, IV, and V funding will be spent for Title I programs, which is funding for reading and intervention teachers at all sites.
- Title I funds support part-time reading intervention support teachers, part-time EL support teachers, para-educators in all TK-1 classrooms and parent involvement.

The **percentage of 1st & 2nd grade students** meeting/exceeding reading standards (Text Level) has the last two years:

- 1st grade: 2023-24, 58%; **2024-25, 59% ↑1%**
- 2nd grade: 2023-24, 59%; 2024-25, 62% **↑3%**

- Title III funds will provide additional support to English Learner support teachers dedicated to supporting English Learner instruction and intervention.

- For the last three years we are maintaining or increasing the percentage of reclassified English proficient students: 2022-23, 10%; 2023-24, 11%; **2024-25, 22%**

2024-2025: **25** students (updated)

9. Title IV, Part A Needs Assessment summary: (official accountability document) *According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment **once every three years** (ESSA Section 4106[d][3]).*

Notes: Lisa Shaw shared that every 3 years, Thermaltio will need to do a Needs Assessment specific to Title IV, Part A. This assessment was done as part of the latest LCAP cycle. She noted that while it was not needed this year, it was important for the team to be aware of its need and to keep in the agenda as an FYI.

Areas addressed:

Well-rounded Education Opportunities: To identify the specific needs of students and create a supportive environment that helps them thrive holistically. This includes important aspects like academic subjects, life skills, character development, creativity, physical health, and social interaction.

Safe and Healthy Students: To ensure a safe and healthy school environment for students involves evaluating various aspects of education, including academic, social, emotional, and extracurricular components. The goal is to identify the specific needs of students and create a supportive environment that helps them thrive. This includes important aspects like academic subjects, life skills, character development, creativity, physical health, and social interaction.

Effective Use of Technology: Access to personalized learning experiences supported by technology and professional development for effective use of data and technology is crucial for enhancing student engagement, improving learning outcomes, and preparing students for the digital age.

10. **Parent and Family Engagement policy** (handout)

Notes: Lisa Shaw shared the Parent and Family Engagement Policy for review. There were not any suggestions or updates given at this time. The policy will be added to the next board agenda for approval.

- District and School level policies are given to parents annually.
- This document is reviewed and updated annually at site School Site Council and district level parent meetings.

Any further questions or input, please contact **Lisa Shaw:** lshaw@thermalito.org or (530) 538-8833

Adjournment: 4:07 pm

2025-2026 LCAP Meetings:

- ☒ Oct. 21, 2025 (CAASPP, CAST, ELPAC, and Chronic Absenteeism data)
- ☐ Jan. 21, 2026 (CA School Dashboard data and LCAP template)
- ☐ March 24, 2026 (Mid-year 2025-26 LCAP and input for new 2026-27 LCAP)
- ☐ May 19, 2026 (Final input on 2026-27 LCAP)