Sierra Avenue Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Sierra Avenue Elementary
Street	1050 Sierra Ave.
City, State, Zip	Oroville, Ca, 95965-4238
Phone Number	530.538.2920
Principal	Edward Gregorio
E-mail Address	egregori@thermalito.org
Web Site	http://sierra.thermalito.org/pages/Sierra_Avenue_Elementary
CDS Code	04615496003370

District Contact Information	
District Name	Thermalito Union
Phone Number	530.538.2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	http://www.thermalito.org/

School Description and Mission Statement (School Year 2017-18)

Sierra Avenue Elementary School is located in the Thermalito Union Elementary School District near the town of Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The school is one of three K-5 schools in the district and currently serves approximately 450 students in transitional kindergarten through fifth grade. Students leaving Sierra Avenue in the 5th grade attend Nelson Avenue Middle School, which is also part of the Thermalito Union Elementary School District. Sierra Avenue Elementary School staff and community strive to work together to create a balanced program that produces articulate, confident, and academically skilled students. Parents play very important roles through active participation and involvement in the school site council and Parent Teacher Organization (PTO). They are encouraged to participate in various annual events and special activities, and volunteer service in and out of the classroom. Sierra has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such during-school and after-school programs, and small group instruction are offered for students who are performing below grade level.

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	84
Grade 1	79
Grade 2	69
Grade 3	67
Grade 4	90
Grade 5	88
Total Enrollment	477

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	3.6
Asian	24.7
Filipino	0.4
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.8
White	46.8
Two or More Races	6.5
Socioeconomically Disadvantaged	95
English Learners	21.2
Students with Disabilities	9.2
Foster Youth	1.3

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	23	22	75
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	We are currently using 2017 McGraw-Hill ELA/ELD Wonders curriculum for grades TK-5. The textbooks are in excellent condition and there are textbooks available for all students.	Yes	0.0 %
Mathematics	We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for grades K-5. The curriculum is in great condition and there are enough textbooks for all students.	Yes	0.0 %
Science	We are currently using the 2008 edition of the Pearson Scott-Foresman Science curriculum. The materials are in good condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Harcourt Social Studies curriculum. The materials are in good condition; and there are enough textbooks for all students.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	32	33	27	26	48	48
Mathematics (grades 3-8 and 11)	26	26	20	21	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	240	98.77	33.33
Male	126	125	99.21	29.6
Female	117	115	98.29	37.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	64	98.46	32.81
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	36	36	100	30.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	107	98.17	33.64
Two or More Races	15	15	100	33.33
Socioeconomically Disadvantaged	226	223	98.67	32.29
English Learners	66	66	100	28.79
Students with Disabilities	38	37	97.37	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	238	98.76	26.47
Male	125	124	99.2	28.23
Female	116	114	98.28	24.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	63	98.44	22.22
Filipino	--	--	--	--
Hispanic or Latino	35	35	100	28.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	107	98.17	29.91
Two or More Races	15	15	100	26.67
Socioeconomically Disadvantaged	224	221	98.66	24.89
English Learners	66	66	100	21.21
Students with Disabilities	38	37	97.37	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	51	46	42	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	20	18.8

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.3	8.3	8.9	12.3	12.2	9.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		3		26		3		22	1	2	
1	20	2	1		23		3		26		3	
2	25		3		17	1	2		22		3	
3	26		3		24		4		15	3	1	
4	25		3		27		3		26		3	
5	25	1	2		21	2	2		24	1	3	
Other	8	2			7	1			7	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Avg. Class Size	2014-15 1-22	2014-15 23-32	2014-15 33+	2015-16 Avg. Class Size	2015-16 1-22	2015-16 23-32	2015-16 33+	2016-17 Avg. Class Size	2016-17 1-22	2016-17 23-32	2016-17 33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.95	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.44	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.75	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	$5,819.12	$669.41	$5,149.71	$70,290.23
District	N/A	N/A	$7,863.83	$75,121
Percent Difference: School Site and District	N/A	N/A	-34.5	
State	N/A	N/A	$6,574	$74,194
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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

Title I—Two Early Reading Intervention Teachers, School Counselor, and K-1 Paraeducators

LCFF-School Counselor, Library Clerk, Computer Lab Clerk, and School Secretary

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,318	$47,034
Mid-Range Teacher Salary	$70,420	$73,126
Highest Teacher Salary	$95,253	$91,838
Average Principal Salary (Elementary)	$102,575	$116,119
Average Principal Salary (Middle)	$102,552	$119,610
Average Principal Salary (High)		$115,194
Superintendent Salary	$158,073	$178,388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the 2016-2017 and 2017-2018 school years, the Sierra Avenue Elementary staff has received professional development on implementing Professional Learning Communities. Sierra Avenue Elementary's Guiding Coalition meets monthly to plan and monitor our site's PLC initiatives. Additionally, Sierra Avenue Elementary teachers are meeting monthly with teachers from our district's other elementary schools to create consistent language arts and mathematics programs across the district via identifying essential standards, creating common assessments, and sharing best instructional practices.