

Plumas Avenue Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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	www.thermalito.org

2023-24 School Description and Mission Statement

Mission Statement:

The mission at Plumas Avenue School 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 rural 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 2022-23 school year is approximately 330 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 teacher, and a full-time School Counselor. We also have a full-time Student Advocate who works with students and families to support attendance and inclusion. In addition, we have six 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.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	60
Grade 2	53
Grade 3	57
Grade 4	56
Grade 5	43
Total Enrollment	326

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	2.5%
Asian	23.3%
Black or African American	4%
Filipino	2.1%
Hispanic or Latino	18.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	3.1%
White	44.5%
English Learners	15%
Foster Youth	1.2%
Homeless	2.8%
Socioeconomically Disadvantaged	85.6%
Students with Disabilities	9.5%

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)		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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In August 2023, all mandated core materials were deemed sufficient in number and quality and are of the latest LEA adoptions.

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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 there are enough textbooks for all students. There are Chromebooks available for all students.	Yes	0%
Science	We are currently using the 2023 edition of the Discovery Education Next Generation Science Standards (NGSS) curriculum in grades K-5 and Mystery Science in grades TK-2. All students have online access to this curriculum; there are tablets or Chromebooks available for all students.	Yes	0%
History-Social Science	We are currently using the 2023 edition of the Studies Weekly History-Social Science curriculum. The materials are annual consumables and there are enough for all students. All students have online access to this curriculum; there are tablets or Chromebooks available for all students.	Yes	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.

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.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Rm 1: There is an erosion issue at outside corner of building; Rm 2: HVAC Unit is exceptionally noisy & will be replaced.; Rm 6: Back window blinds need to be replaced; Rm 14: Carpet needs to be replaced; Rm 16: Door needs

School Facility Conditions and Planned Improvements

				weatherstripping, sidewalk is lifting from tree roots, causing water to run into classroom when it rains; Rm 18: Carpet needs to be replaced, both blinds need to be replaced. All repairs will be done in 2024.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Rm 2: replace window lock; Rm 4: Back window's latch is broken, front window needs weatherstripping. All repairs will be done in 2024.

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	32	29	32	47	46
Mathematics (grades 3-8 and 11)	25	26	19	20	33	34

2022-23 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	157	157	100.00	0.00	31.85
Female	79	79	100.00	0.00	37.97
Male	78	78	100.00	0.00	25.64
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	35.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	77	77	100.00	0.00	31.17
English Learners	28	28	100.00	0.00	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	0.00	29.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

2022-23 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	157	156	99.36	0.64	26.28
Female	79	78	98.73	1.27	24.36
Male	78	78	100.00	0.00	28.21
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	21.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	29.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	77	77	100.00	0.00	29.87
English Learners	28	28	100.00	0.00	10.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	0.00	22.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	4.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.50	24.39	20.14	17.83	29.47	30.29

2022-23 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	41	41	100.00	0.00	24.39
Female	22	22	100.00	0.00	18.18
Male	19	19	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	27.27
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	18.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	30.43
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.91%	98.43%	97.91%	94.76%	96.96%

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students		341	53	15.5
Female	173	172	22	12.8
Male	174	169	31	18.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	3	37.5
Asian	76	76	4	5.3
Black or African American	15	15	6	40.0
Filipino	8	8	1	12.5
Hispanic or Latino	70	67	10	14.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	10	10	2	20.0
White	151	148	25	16.9
English Learners	49	49	1	2.0
Foster Youth	4	4	1	25.0
Homeless	12	10	2	20.0
Socioeconomically Disadvantaged	304	300	49	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	41	12	29.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	2.64	6.63	1.48	4.88	7.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.63	0
Female	2.31	0
Male	10.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	5.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.6	0
English Learners	0	0
Foster Youth	0	0
Homeless	16.67	0
Socioeconomically Disadvantaged	6.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.91	0

2023-24 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 month's 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

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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.

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		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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,273	1,760	5,513	106,435
District	N/A	N/A	8,699	\$87,467
Percent Difference - School Site and District	N/A	N/A	-44.8	24.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-17.9	22.8

Fiscal Year 2022-23 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.
- 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$60,509	\$54,046
Mid-Range Teacher Salary	\$84,685	\$84,515
Highest Teacher Salary	\$114,547	\$110,867
Average Principal Salary (Elementary)	\$126,112	\$136,841
Average Principal Salary (Middle)	\$132,141	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$184,137	\$217,473
Percent of Budget for Teacher Salaries	32.98%	32.43%
Percent of Budget for Administrative Salaries	6%	5.62%

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 Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Common Core-aligned Instructional Strategies, English Learner Roadmap (Principal 2), Ellevation, Google Apps for Education, Being a Writer, Professional Learning Communities (PLC), 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. 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.

The District provides 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 continue to hone our professional learning community model. During grade-level team meetings, teachers develop intervention plans to meet the needs of all students (below, at and above grade level). Our Guiding Coalition Team examines best practices in utilizing this collaboration time, and we continue to pursue training in Trauma Responsive Systems of Support.

A District Reading Specialist/Coach provides 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 provides valuable coaching support to our teachers and develops targeted instructional practices to improve student achievement. Many teachers enthusiastically take advantage of the additional support offered by the District Specialist.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36