

Poplar Avenue Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



POPLAR AVENUE

THERMALITO • CA

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Poplar Avenue Elementary
Street	2075 Poplar Ave
City, State, Zip	Oroville, Ca, 95965-3046
Phone Number	530.538.2910
Principal	William (Bill) Harrington
Email Address	bharrington@thermalito.org
County-District-School (CDS) Code	04615496003362

2022-23 District Contact Information

District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
Email Address	gblake@thermalito.org
District Website Address	www.thermalito.org

2022-23 School Overview

Poplar Avenue School's Mission:

To ensure the academic and emotional success of all our students in a positive family environment.

Our School Vision:

To become a school in our district and region recognized for high levels of student success, academic achievement, social-emotional learning, educational leadership, and community involvement.

Our School Goals:

Academic Achievement:

Students will meet grade-level standards in all academic areas.

Teachers will provide primary instruction using research based strategies.

Teams will use common assessments to drive and refine instructional practices and interventions

Social Emotional Achievement:

Develop a relationship with all students and have multiple points of adult contact for each student.

Become a Trauma Responsive school

Our School Profile:

Poplar Avenue Elementary School is located in the Thermalito Elementary Union 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 305 students in kindergarten through fifth grade. Students leaving Poplar Avenue in the 5th grade attend Nelson Avenue Middle School, which is also part of the Thermalito District. Poplar 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 PTO. They are encouraged to participate in various annual events and special activities, and volunteer service in and out of the classroom. Poplar has a strong whole-school family atmosphere with an emphasis on common values for all.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	46
Grade 2	55
Grade 3	46
Grade 4	56
Grade 5	47
Total Enrollment	302

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	2.0
Asian	46.7
Black or African American	1.0
Filipino	0.0
Hispanic or Latino	7.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.3
White	32.8
English Learners	15.9
Foster Youth	0.7
Homeless	1.3
Migrant	0.0
Socioeconomically Disadvantaged	79.8
Students with Disabilities	5.0

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	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	15.40	100.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Butte County Office of Education Williams Legislation Settlement monitoring took place at Poplar Avenue Elementary School in August 2019. At this time, 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are currently using 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 tablets or Chromebooks 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. There are tablets or Chromebooks available 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. Several classes are also piloting NGSS Curriculum from Discovery Education. There are tablets or Chromebooks available for all students.	No	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. There are tablets or Chromebooks available for all students.	No	0.0 %

School Facility Conditions and Planned Improvements

Poplar 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 condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency 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. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist the school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the fall of 2020, our parking lot was redesigned and upgraded. In the summer and fall of 2021, our Multipurpose room, library, and office were modernized and our facility was repainted. We removed a portable classroom and old portable bathrooms and replaced them with a new bathroom building and an outdoor amphitheater.

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
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		small hole in wall in cafeteria - work order in progress
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Several Leaky Faucets - Work orders and repairs in progress
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	149	149	100.00	0.00	28.19
Female	78	78	100.00	0.00	34.62
Male	71	71	100.00	0.00	21.13
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	34.78
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	21.57
English Learners	31	31	100.00	0.00	9.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	26.89
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	149	149	100.00	0.00	24.16
Female	78	78	100.00	0.00	28.21
Male	71	71	100.00	0.00	19.72
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	26.09
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	13	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	23.53
English Learners	31	31	100.00	0.00	6.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	20.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.87	NT	20.14	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100	0	10.87
Female	25	25	100	0	8
Male	21	21	100	0	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100	0	8
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	0	18.75
English Learners	13	13	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100	0	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Poplar Avenue School staff considers 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 special activities, help with annual fundraisers and beautification days. Poplar notifies parents of meetings and events with written invitations, personal phone calls, recorded phone calls, social media, and our electronic marquee. Communication to parents is provided in English and Hmong. A variety of different family nights are also hosted to provide our families with a place to learn and play together. Regular "Pastries for Parents" and a used book exchange give parents opportunities to share the joy of reading in a relaxed atmosphere at school.

Unfortunately, during the Covid-19 Pandemic, our opportunities for parent interaction on campus were been limited. In the Spring of 2022 we began to resume our programs as we transitioned out of Covid protocols. We are holding regular Pastries with Parents events again, and parents were invited to our annual Halloween event to help kids trick or treat around campus. We are resuming our winter performances again, and have added a Coffee with Principal event to help build bridges between the school and stakeholders.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	319	91	28.5
Female	169	164	45	27.4
Male	156	155	46	29.7
American Indian or Alaska Native	6	6	2	33.3
Asian	146	146	24	16.4
Black or African American	4	4	2	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	27	27	11	40.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	12	42.9
White	111	105	40	38.1
English Learners	52	52	11	21.2
Foster Youth	4	3	1	33.3
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	266	260	81	31.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	21	9	42.9

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	3.88	4.31	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.26	1.85	1.48	4.88	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0.00
Female	0.00	0.00
Male	3.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	1.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

There is a Thermalito 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 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 key elements of the Safe School Plan are the district Crisis Response Plan and a Safe School Section 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 responses, 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 (lock downs), and earthquakes. A copy of these procedures is available in the school office for your viewing. Student discipline is seen as opportunities to learn new, more appropriate behaviors. When student misbehavior is a concern, staff works with students in making good choices, implementing appropriate consequences, and/or removing the student from a potential volatile situation. Positive rewards are given to students making good choices on a regular basis, including positive affirmations, special treats after lunch, class rewards, and "Pizza with the Principal". In 2020-21, the District Crisis Response Plan and the School safety Plan were revised to include relevant information in light of the Covid-19 Pandemic. We have been following the guidance of federal, state, and local health officials to create policies and practices that provide for a safe learning opportunity for all. In 2021-22, the District Safety Committee began developing plans for school relocation drills.

Our School Site safety team meets monthly and reviews progress and annual goals. Our 2021-2022 Safety Goal is to ensure all students feel safe and respected at school, with our primary objective to reduce the number of suspensions for disruption or violence by 10% annually. Poplar Avenue staff have been working together to create a trauma responsive school system through focused trainings and developing common trauma responsive language and practices. A survey of students in 2021-22 showed that students are beginning to feel unsafe at recess, so in 2022-23, Poplar adjusted its recess supervision schedule to add more adults on duty and began implementation of the Poplar Play program, a specific process to teach kids how to avoid conflict while playing.

The entire staff is dedicated to knowing each student. Poplar Avenue also focuses on monthly character traits to teach students to be respectful, responsible, and resilient. We have integrated SEL competency instruction into our monthly character trait assemblies. We teach, encourage and highlight students who demonstrate respect, responsibility, integrity, teamwork, caring, focus, effort, and perseverance.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	19	3		
2	25		2	
3	24		2	
4	23		2	
5	24		2	
Other	8	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		2	
2	21	1	1	
3	28		2	
4	30		1	
5	33			
Other	20	2	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	13	4		
1	15	1	2	
2	18	1	2	
3	15	1	2	
4	14	2	2	
5	16	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	302

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,725	5,138	4,588	88,295
District	N/A	N/A	6,930	\$83,268
Percent Difference - School Site and District	N/A	N/A	-40.7	5.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-35.9	4.3

2021-22 Types of Services Funded

Poplar Avenue School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Learners and other students falling below grade level 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, 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.
- The Accelerated Reader Program (AR) —we use this supplemental program encouraging independent reading at increasingly higher instructional levels using quizzes to assess comprehension and vocabulary development.
- In addition to classroom teachers providing 'First Tap' of ELD Instruction to EL students, our EL Intervention teacher offers an English language support class for EL students performing at ELPAC levels 1-3 and/or state standards not meet on the California Assessment of Student Performance and Progress (CAASPP) test.
- A Bilingual Para educator is available for EL students in general education classrooms as well as for pull-outs using a variety of both English Language Arts and mathematics programs.
- 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.
- In the 2021-22 school year Poplar added two intervention para educators to provide an additional 30 minutes of intervention support to each classroom on a daily basis. These para educators work with classroom teachers to help provide targeted intervention and small group instruction as needed on a daily basis.

Poplar also has several part-time support positions, including Para educators in all K-1 classrooms, a Library Clerk and a Computer Lab Tech. In the 2021-22 school year, Poplar Avenue staff have taken a collective approach to address student deficiencies in mathematics, particularly in math fact fluency. New math fact fluency curriculum has been delivered to all classrooms, and training in the program has been provided as well.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,143	\$51,591
Mid-Range Teacher Salary	\$81,373	\$79,620
Highest Teacher Salary	\$110,067	\$104,866
Average Principal Salary (Elementary)	\$121,179	\$131,473
Average Principal Salary (Middle)	\$127,716	\$135,064
Superintendent Salary	\$173,466	\$205,661
Percent of Budget for Teacher Salaries	25%	33%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

The TUESD schedule provides 36 minimum days in order to provide teachers the time to collaborate for the purpose of analyzing student assessment data, designing intervention groups, and planning for future instruction. The structure of this schedule was modified in the 21-22 year to allow for PLC collaboration every Wednesday. Grade level teams spend 45 minutes a week looking at student data and planning interventions based upon that data. Opportunities for peer support are built in to the grade level planning meetings as well as support from the principal via instructional feedback and tailored professional development provided at staff meetings.

In 2019-20 Poplar Avenue created two dedicated leadership teams, the Guiding Coalition and the Student Social Supports Team. The Guiding Coalition included representatives from each grade level and focused primarily on academic programs and systems to support the instructional needs of our students. The Student Social Supports Team focused on system wide approaches to creating a positive school culture as well as developing common language and intervention methods for struggling students. After having separate leadership teams, Poplar Avenue decided to combine the two teams into one Leadership team in 2021-22, integrating both academic and social emotions concerns under one guiding coalition.

To support our school wide focus on improving math fact fluency, the district provided training in math fact fluency instruction. The District reading specialist has also been providing training through the "Science of Reading " seminars, helping teachers improve literacy instruction. Teachers are encouraged to access multiple resources for professional development, from brief targeted classes offered through Butte County Office of Education to 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
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	38