

REGULAR BOARD MEETING AGENDA OF THE GOVERNING BOARD
February 2, 2017

This agenda and all supporting documentation are considered a public record and are available for public inspection at the designated address below per SB 343 (Negrete McLeod) and the Brown Act.

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

400 Grand Avenue
Oroville, California

VISION

We provide a secure, well-maintained and nurturing environment for all. Students are engaged through interactive learning—emphasizing and integrating communication, creativity, collaboration, critical thinking and curiosity, to confidently meet the diverse challenges of tomorrow.

MISSION

In a safe and respectful environment, we inspire, educate, and challenge our students, empowering them to succeed in an ever-changing world.

1. **Convene Regular Meeting at the District Office:** **5:00 p.m.**
2. **Public Comment:** Any member of the public may address the Board regarding any item listed for discussion during closed session (Government Code 54954.3)
3. **Closed Session:** The Board will convene in closed session on the following items:

Public Employment (Government Code 54957)
Hiring of:
 - CN Assistant
 - Paraeducator I
Anticipated Litigation (Government Code 54956.9) – two cases.
Public employee Discipline/Dismissal/Release (Gov. Code 54957)
District Representative with Bargaining Unit, CSEA / TTA
Public Employee Performance Evaluation (Government Code 54957)
Superintendent
4. **Reports from Closed Session** - Announcement of Action taken in Closed Session and Vote, if any: **6:30 p.m.**
5. **Pledge of Allegiance:**
6. **Student Report to the Board:** Students from Plumas Avenue School

American Disabilities Assistance - Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Superintendent or his secretary. We will make every effort to consider expressed preferences, or provide equally effective means of communication to ensure equal access to Thermalito Union School District programs and events.

7. **Change Order of Agenda upon President's Discretion:**

Motion _____ Second _____ Vote _____

Adoption of the Agenda:

Motion _____ Second _____ Vote _____

8. **Public Comments on Agenda Items:** Any member of the public wishing to address an item listed on the agenda may do so. When called upon please announce your name and item to be addressed. Comments will be limited to three (3) minutes per individual.

9. **Reports to the Board:**

a. Stacie Schuman, Principal of Plumas Avenue School

10. **Consent Agenda:**

Approval of the Consent Agenda:

Motion _____ Second _____ Vote _____

Board Minutes: 1/19/17 (5)

Inter-district Attendance Requests:

2017-2018 (Approve)	In: (0)	Out: (2)
2017-2018 (Deny)	In: (0)	

2016-2017 (Approve)	In: 1 (124)	Out: (126)
2016-2017 (Deny)	In: (14)	

Board Policies/Administrative Regulations:

a. Adoption of Policies

- AR 3230 & BP 3230 – Federal Grant Funds (7)

Conference/Workshop:

a. Approval for Karen Konig to attend the California Association of Supervisors of Child Welfare and Attendance Conference on April 19-21, 2017 in Tahoe City, CA. (14)

Contracts:

- Approval to contract with Linda Phelps, Bricks 4 Kidz, for a family night on March 30, 2017 at Sierra Avenue School. (17)
- Approval of Legal Services Agreement between Thermalito Union Elementary School District and Minasian, Meith, Soares, Sexton & Cooper, LLP Attorneys at law. (20)
- Approval to contract with Linda Phelps, Bricks 4 Kidz, for 4 in class fieldtrips and 1 family night on March 6th and 7th respectively at Plumas Avenue School. (25)
- Approval of contract with with Odyssey Teams, Inc, for Ropes Course activities and experiential learning with Nelson Avenue Students on March 15, 2017. (28)

Operations:

- a. Approval to dispose of technology that is beyond repair per ITS at Sierra Avenue School. (31)
- b. Approval to dispose of technology that is outdated per ITS Nelson Avenue School. (32)
- c. Approval of the School Accountability Report Cards (SARC's), for each site for the 2015-2016 school year. (33)

Personnel:

- a. Approval to hire Veronica Huanosta as a short term Paraeducator I – Bilingual Spanish for .50 hours per day, effective January 11, 2017 and ending on June 8, 2017. (156)
- b. Approval to hire Angelina Franklin as part time probationary Child Nutrition Assistant for 3 hours per day at Plumas Avenue School, effective January 30, 2017. (157)
- c. Approval for a 15 minute campus supervisor position to provide supervision for 4th grade student recess at Sierra Avenue School. (158)
- d. Approval of assignment for John Mullen, teacher at Nelson Avenue School, for the 2017-2018 school year at an 80% assignment under the Willie Brown Act. (159)

Resignations/Retirements:

- a. Approval to accept retirement of Kathryn Kongle, effective June 30, 2017.

- 11. **Public Comments From Individuals:** Any member of the public wishing to speak on a matter not listed on the board agenda may do so at this time. Comments will be limited to three (3) minutes per individual.
- 12. **Reports to the Board:** This time is for reports limited to topical updates, late-breaking news or reminders and generally *should be no longer than two (2) minutes*. (Written reports may be left the day prior to the meeting).

Classified (CSEA Union Rep):**Certificated (TTA Union Rep):****Management:****Superintendent:****New Business:**

- 13. Approval of Resolution 16-17-09, compensation for missed board meeting. (160)

Comment:

Motion ____ Second ____ Vote ____

Board Discussion Only:**Board Comments:**

14. Reconvene to Closed Session

15. Report of Action Taken in Closed Session

Adjournment:

Upcoming 2017 Events:

February 15	Board Priorities Workshop
February 15	Family Night at TLC
February 16	Shady Creek Introspective – Poplar Art Gallery
February 16	Field Trip to Butte College (Nelson 8 th grade)
March 3	Read Across America
March 3	Paint Night Fundraiser at TLC
March 7	LCAP Meeting
March 9	Board Meeting
March 15	Field Trip to Richardson Springs (Nelson 7 th grade)
March 15	CDS Open House
April 5	Board Meeting
April 7	Field Trip to Chico Theater Company (Poplar 2 nd grade)
April 10	Reptile Day at TLC
April 13	Field Trip to Shasta Caverns (Sierra 2 nd grade)
May 2	Field Trip to Gateway Science Museum (Poplar 3 rd grade)
May 4	Poplar Avenue Open House
May 4	TLC Open House
May 9	LCAP Meeting
May 9	Nelson Avenue Open House
May 10	Sierra Avenue Open House
May 11	Board Meeting
May 12	Field Trip to Cal Skate/Wildwood Park (Sierra 2 nd grade)
May 16	Field Trip to Bishop's Pumpkin Farm (Plumas TK/K)
May 18	Plumas Avenue Open House
May 19	Field Trip to Worm Farm (TLC)
May 23	LCAP Meeting
May 25	Board Meeting
June 7	Nelson Avenue Promotional Ceremony 7:00pm
June 9	TLC Graduation
June 22	Board Meeting
June 29	Board Meeting

THERMALITO UNION SCHOOL DISTRICT

400 Grand Avenue
Oroville, California

REGULAR BOARD MEETING/WORKSHOP MINUTES OF THE GOVERNING BOARD

January 19, 2017

Convene Regular Meeting at the District Office:	The meeting was called to order at 5:00 p.m.
Members Present:	Mrs. Fultz, Mrs. Ielati, Mrs. Anderson, Mrs. Walker, Mr. Blake
Member Absent:	Mrs. Shields
Public Comment Prior to Closed Session:	None.
Closed Session: 5:01 p.m.	The Board convened to closed session at
Public Present:	None
Reports from Closed Session - Announcement of	The meeting reconvened to open session at 5:37 p.m.
Action taken in Closed Session and Vote, if any:	None.
Pledge of Allegiance: Student Reports to the Board:	The pledge of allegiance was led by Mrs. Walker.
Change Order of Agenda Upon President's Discretion:	There were no requests to change the order.
Adoption of the Agenda:	The motion to adopt the Board Agenda was made by Mrs. Ielati and seconded by Mrs. Walker; votes were four ayes. Motion passed.
Public Comments on Board Agenda Items:	None
Consent Agenda:	The motion to approve the consent agenda was made by Mrs. Anderson and seconded by Mrs. Ielati. Mrs. Fultz called for a vote which was four ayes. Motion passed.
Board Budget Workshop:	Ms. Cavanaugh gave a Budget Basics Presentation.
Adjournment:	The regular board meeting adjourned at 6:42

Date Board Approved: _____

Board President: Darlene Fultz

DRAFT

Federal Grant Funds**Allowable Costs**

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure of federal funds in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

On or before July 1, 2017, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in 2 CFR 200.317-200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and district policies concerning the procurement of goods and services.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

Business and Non-Instructional Operations

AR 3230 (b)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

Business and Non-Instructional Operations

AR 3230 (c)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Business and Non-Instructional Operations

AR 3230 (d)

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Board Adopted: 02/02/17 (adopted)
01/12/17 (first reading)

FEDERAL GRANT FUNDS

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(cf. 3100 - Budget)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(cf. 3460 - Financial Reports and Accountability)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3400 - Management of District Assets/Accounts)

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Business and Noninstructional Operations

BP 3230 (b)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Business and Noninstructional Operations

BP 3230 (c)

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance: https://www.whitehouse.gov/omb/grants_docs

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

U.S. Department of Education: <http://www.ed.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

Board Adopted: 02/02/17 (adopted)

01/12/17 (first reading)

DRAFT



BOARD ACTION ITEM SUMMARY

FROM: Rochelle Simmons, NAMS Principal

TO: Board of Trustees

Meeting Date: **February 2, 2017**

Topic: Send School Counselor to State Conference

Description: I request permission from the Board to send school counselor Karen Konig to the 2017 CASCWA Conference (California Association of Supervisors of Child Welfare and Attendance) on April 19-21, 2017, in Tahoe City. This conference is focused on “Finding Clarity and Thriving Within Multi-Tiered Systems of Student Support.”

Funding: (District LCFF S&C) \$901



CASCWA

81st Annual State Conference

Finding Clarity & Thriving within Multi-Tiered Systems of Student Support



April 19-21, 2017

Granlibakken Tahoe
Tahoe City, CA 96145
800.543.3221

The Delta-Sierra Section of CASCWA is proud to host this year's State Conference and Annual Model SARB Awards at the GRANLIBAKKEN TAHOE

Partnering with the top legal firms, educators, and experts in the State, this conference will provide the most comprehensive and useful information regarding programs, policies, and procedures to support your ability to meet your established LCAP goals through a MULTI-TIERED lens. Highlighted sessions include:

Recognizing and Approaching Youth with Mental Health Challenges

Character-based Literature: A MTSS Curriculum

SARB: Operations and Interventions from Tier 1 to Tier 3 and Back Down Again

Compliance Issues and Procedures within a MTSS Framework

Positive Behavioral Intervention Systems & Supports: Addressing Behavior, Academics, and Attendance

California Collaborative for Educational Excellence: The State Experts Helping Districts to Achieve their LCAP Goals

SARB: Preventing and Responding to Chronic Absenteeism from a Systems Wide MTSS Approach: If They Aren't in Their Seats...They Can't Learn

Legal Issues in Student Services (Attendance, Discipline, Student Records, & Transcripts)

Listen as Wise Youth Discuss what Supports or Undermines Their Resiliency and Ability to Overcome Obstacles

LCAPs and MTSS: Integration Needed to Meet Your State and Local Goals

Attendance Can't Wait – Showing Up is the Key to Student (and LCAP) Success!

CASCWA "Ask The Experts": You Got Questions, We Got Answers

Addressing and Avoiding Micro Aggressions: Becoming a Courageous and Compassionate Communicator

MTSS & School Climate: Healthy Kids Survey, Parent Surveys and School Facilities

Career Readiness: A Framework to Increase Attendance and Reduce Behavioral Issues

Gang Intervention and Awareness: Supporting the Most Difficult Students

AB 2466 Compliance for Youth Suicide Prevention

Meet a "Model School" with a Comprehensive and Integrated MTSS Framework

Supporting Foster Youth Using an Integrated MTSS approach

Current Drug Trends on School Campuses

Granlibakken Tahoe Conference Room Rates (Wednesday–Friday)

Standard Package: Single Occupancy \$253.20, Double Occupancy \$193.20

Lodge Bedrooms & Studio Units: Single Occupancy \$304.80, Double Occupancy \$219.60

Room rates are per person, per night and include all fees, taxes, meals, networking events, and access to all site amenities. The Granlibakken Tahoe also offers shuttle service, for an additional fee, to the regional airports. Select this option during the room reservation process. Rooms after March 18, 2017 will be on space available basis.

[Granlibakken CASCWA Reservation Link](#) (Use Group Id: CASCWA • Password: CASCWA)

CASCWA Conference Registration Rates:

If staying at the Granlibakken Tahoe...

\$165.00 w/ 3 nights (Tues-Fri) (Conference: Wednesday-Friday)

\$195.00 w/ 2 nights (Wed-Fri) (Conference: Wednesday-Friday)

\$150.00 w/ 2 nights (Wed-Fri) (Conference: Thursday-Friday)

\$180.00 w/ 1 night (Thru-Fri) (Conference: Thursday-Friday)

Contact Marcella Garcia at 530.661.5404 for the registration code (reservation confirmation number needed)

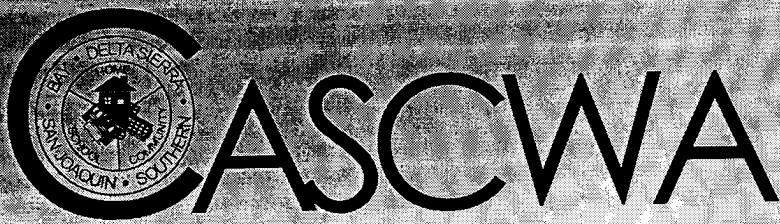
If staying off site...

\$475.00 (Conference: Wednesday-Friday)

\$375.00 (Conference: Thursday-Friday)

Includes full meals, networking events, and access to all site amenities





81st Annual State Conference

KEY NOTE SPEAKERS & CONFERENCE HIGHLIGHTS

Delain Eastin



2018 California Gubernatorial Candidate & Former Superintendent of Public Instruction

Eastin served four terms in the State Assembly, representing parts of Alameda and Santa Clara counties. She chaired the Assembly Education Committee, where she authored and shaped legislation to reform California's public schools in order to make the state economically competitive. On November 8, 1994, Eastin was the first woman elected as State Superintendent of Public Instruction. Her many accomplishments include class size reduction, adoption of Statewide standards in English language arts, math, science, & social studies, and establishing the California Education Technology Task Force to craft a statewide plan to increase student access to technology in the classroom. Her message on the future of education and her plans to support students, schools, and communities is a must hear. Her knowledge and understanding of education issues is truly unique.

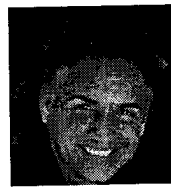
Kelly Rizzi



**Shasta County Office of Education
Director of School and District Support**

In her 22nd year in education, Kelly Rizzi has served as a teacher, literacy coach, school site principal, and now as director. She provides professional development in the areas of Common Core English Language Arts, ELD, Administrative coaching, and Trauma Informed Practices. She is currently a student at the Childhood Trauma Academy with Dr. Bruce Perry and has presented her passion and knowledge of supporting youth with educators in Northern California. She will highlight her work in the areas of Trauma Informed Practices and how critically important it is to infuse this approach throughout all aspects of education.

Matthew Boger



"Facing Fear"

As a 13-year-old, Matthew Boger was thrown out of his home for being gay. While living on the streets of Hollywood, he was savagely beaten in a back alley by a group of neo-Nazi skinheads. Boger managed to survive the attack and escape life on the streets. Twenty-five years later, Boger found himself in a chance meeting with a former neo-Nazi skinhead, Tim Zaal, one of the men who almost beat him to death. The two then embarked on a journey of forgiveness and reconciliation that challenged both to grapple with their own beliefs and fears. Neither could imagine that it would lead to an improbable collaboration...and friendship. Their story was made into the documentary "Facing Fear", which was nominated for an Academy Award.
<http://www.facingfearmovie.com/trailer.html>

Yulisa Mendez



Student of Success!

The youngest featured speaker at any CASCWA State Conference! As a recent graduate from high school, Yulisa will inspire you with her story of overcoming obstacles and persevering in the face of tragedy. As an expectant teenage mother, the father of her child died by suicide 5 months into her pregnancy. She was left alone to work, go to school, and make a life for her daughter and herself. When many would have used this as an excuse to drop out, she used it as motivation to be successful. She graduated as a valedictorian with 20 college credits and received numerous scholarships. She persevered and has begun her journey to become a nurse. Her story will touch you and reaffirm the power of positive adults supporting at-risk students.

SIA School
Innovations
& Achievement
The perfect blend of software and service

LOZANO SMITH
ATTORNEYS AT LAW
A Professional Corporation



[CASCWA Conference Registration Link all Options](#)

*CASCWA annual membership and a free electronic copy of "California Laws Relating to Minors" included in all registration options



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Ed Gregorio

MEETING DATE: February 2, 2017

TOPIC: Lego Science Family Night

DESCRIPTION I am requesting the Board's permission to enter into a consultant agreement with Bricks 4 Kidz of Chico to provide one family Lego science night on March 30, 2017 from 6:00-7:30 PM.

FUNDING: LCFF--\$500

Thermalito Union Elementary School District

CONSULTANT AGREEMENT

This agreement is entered as of this 14 day of January, 2017 by and between the Thermalito Union Elementary School District, hereinafter referred to as "District", and Bricks 4 Kids, hereinafter referred to as "Consultant".

I. PURPOSE

- A. Whereas, California Government Code Section 53060 provides authority for a school district to contract with any person for the furnishing of special services and advice if such persons are specially trained, experienced and competent to perform the special services required:
- B. Whereas, Consultant is specially trained and experience in the area of leso education - Bricks 4 Kids franchise
- C. Whereas, the District recognizes the need.

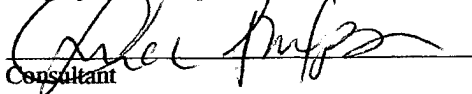
II. NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

- A. Name, address and phone # of consultant:
Dave + Linda Phelps
1140 Forest Ave, Suite 40
Chico, Ca 95928 Phone 530-332-9172
Social Security # OR
16-5475348
Company's ID #
- B. Type of services to be provided:
☐ Assembly (topic)
☐ Staff Development (topic)
☒ Other Family Fun Night
- C. Term: The consultant shall provide services on March 30, 2017 or from 6:00 - 7:30 PM through
- D. Payment. Consultant shall be reimbursed by the District at a rate which includes travel expenses. The cost to the District and reimbursement to Consultant pursuant to this agreement shall not exceed \$ \$500.00 absent written agreement from the District. Payment shall be made upon receipt of an invoice from the Consultant which details service rendered and/or costs incurred if payment includes materials, lodging, or mileage.
- E. Special provisions or assistance needed for the Consultant to perform services:
6 Tables

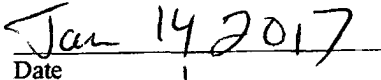
III. CONDITIONS:

- A. Assignment and Transfer: Consultant shall not assign or transfer this agreement or any interest therein to any other party without first having obtained the written consent of the District. Consultant shall personally perform all services required hereunder, unless written permission otherwise is obtained from the District.
- B. Sensitive Issues: Consultant will, in the performance of this contract, refrain from actions or remarks pertaining to race, religion, gender or use of profanity, which would reflect negatively upon individuals or groups or be offensive to others.
- C. Independent Contractor: At all times during the terms of this agreement, Consultant shall be an independent contractors and shall not be an employee of the District. District shall have the right to control Consultant insofar as the results of Consultant's services rendered pursuant to this agreement. Consultant is specifically responsible for obtaining worker's compensation insurance, at his/her option, and the District is not responsible for providing such coverage.
- D. Hold Harmless: Consultant shall save and hold harmless, defend, and indemnify the District from any and all liability and expense on account of any suits, verdicts, judgements, costs or claims of any nature arising out of or in any way connected with Consultant's activities upon District property. Consultant shall obtain liability insurance in an amount sufficient to meet the conditions of this agreement as is set forth herein.
- E. Applicable Law: This agreement is subject to all applicable laws of the State of California, all of which are made a part of the terms and conditions of this agreement as is set forth herein.
- F. Entire Agreement: This agreement is the full and entire agreement between the parties and no other oral agreements exist between the parties. No alterations or amendments in this agreement shall be made except in writing and signed by both the District and the Consultant.
- G. Discontinue Contract: Either party may discontinue this contract with thirty (30) day notice should funding be eliminated or reduced by federal, state or grant cuts.

Thermalito Union Elementary School District
Gregory Blake, Superintendent


Consultant

Date


Date

For District/School Use Only.	
School	Sierra Avenue
Principal's Signature	Ed. Arrio
Funding	0101502313
Director of Finance	
PURCHASE ORDER #	

Justification



BOARD ACTION ITEM SUMMARY

FROM: Gregory Blake, Superintendent

TO: Board of Trustees

Meeting Date: February 2, 2017

Topic: Legal Services Agreement

Description: Requesting approval for a Legal Services Agreement between Thermalito Union Elementary School District and Minasian, Meith, Soares, Sexton & Cooper, LLP, Attorneys at Law.

Thermalito Schools.....Moving Forward

Emily E. LaMoe
MINASIAN, MEITH, SOARES,
SEXTON & COOPER, LLP
1681 Bird Street
Post Office Box 1679
Oroville, California 95965-1679
Phone: 530.533.2885
Facsimile: 530.533.7047
Date: January 20, 2017

ATTORNEY-CLIENT FEE CONTRACT

This Attorney-Client Fee Contract ("Contract") is entered into by and between Thermalito Union Elementary School District ("Client") and Minasian, Meith, Soares, Sexton & Cooper, LLP ("Attorney").

1. CONDITIONS. This Contract will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Contract.

2. SCOPE AND DUTIES. Client hires Attorney to provide general legal services, including collective bargaining services. Attorney shall provide those legal services reasonably required to represent Client, and shall take reasonable steps to keep Client informed of progress and to respond to Client's inquiries. Client shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, abide by this Contract, and pay Attorney's bills on time.

While the attorney with whom Client originally met may be primarily responsible for completing the work on Client's matter(s),

that attorney may also delegate work to other attorneys. If Client so requests, Client will be notified prior to any delegation and a decision will be made in consultation with Client.

3. INSURANCE DISCLOSURE. Attorney maintains errors and omissions insurance coverage applicable to the services to be rendered.

4. LEGAL FEES. Client agrees to pay for legal services at the rate of Two Hundred Fifteen Dollars (\$215) per hour. Attorney charges in minimum units of .10 hours. These rates are subject to adjustment. Attorney will give written notice of adjustment and new rates will be instituted only after consultation with Client.

5. COSTS AND EXPENSES. In addition to paying legal fees, Client shall reimburse Attorney for all costs and expenses incurred by Attorney, including, but not limited to, process servers' fees, fees fixed by law or assessed by courts or other agencies, court reporters' fees, long distance telephone calls, messenger and other delivery fees, postage, in-office photocopying at \$.20 per page, outgoing facsimile charges of \$1.00 per page, parking, mileage at the IRS approved rate, investigation expenses, consultants' fees, expert witness fees, and other similar items. Client authorizes Attorney to incur all reasonable costs and to hire any investigators, consultants, or expert witnesses reasonably necessary in Attorney's

judgment, unless one or both of the clauses below are initialed by Client and Attorney.

_____ Attorney shall obtain Client's consent before incurring any cost in excess of \$_____.

_____ Attorney shall obtain Client's consent before retaining outside investigators, consultants, or expert witnesses.

6. STATEMENTS. Attorney shall send Client periodic statements for fees and costs incurred. Client shall pay Attorney's statement within thirty (30) days after each statement's date. Client may request a statement at intervals of no less than 30 days. On Client's request Attorney will provide a statement within 10 days.

7. DISCHARGE AND WITHDRAWAL. Either party may terminate this contract upon written notice.

8. CONCLUSION OF SERVICES. When Attorney's services conclude, all unpaid charges shall become immediately due and payable. After Attorney's services conclude, Attorney will, on Client's request, deliver Client's file to Client, along with any Client funds or property in Attorney's possession.

9. DISCLAIMER OF GUARANTEE. Nothing in this Contract and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorney

makes no such promises or guarantees. Attorney's comments about the outcome of Client's matter are expressions of opinion only.

10. EFFECTIVE DATE. This Contract will take effect when Client has performed the conditions stated in Paragraph 1, but its effective date will be retroactive to the date Attorney first provided services. The date at the beginning of this Contract is for reference only. Even if this Contract does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

11. ENTIRE AGREEMENT. This embodies the entire agreement of the parties. No waiver, alteration, or modification of the terms of this agreement shall be binding unless made in writing and signed by the parties.

MINASIAN, MEITH, SOARES,
SEXTON & COOPER, LLP

By: _____
EMILY E. LaMOE "Attorney"

DATED: _____

THERMALITO UNION ELEMENTARY
SCHOOL DISTRICT

By: _____
GREG BLAKE "Client"
Its Superintendent



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Stacie Schuman, Plumas Avenue Principal

MEETING DATE: **February 2, 2017**

TOPIC: Consultant request for in-class STEM activities and Family Lego Activity Night.

DESCRIPTION: With the board's approval we would like to hire Linda Phelps (Bricks 4 Kidz) to present four one hour lessons on March 6, 2017, one in each of our 1st grade classrooms and one in each 3rd grade classroom. The lessons are STEM based and will incorporate science, technology, engineering and math into the hands-on activities. The cost of the four lessons will be \$801.

In addition we would like to have the consultant present a Family Activity Night on March 7, from 6-7:30pm. The cost of the evening is \$500.

FUNDING: LCFF S/C: 01-0150-3100-5800 Total cost=\$1,301

Thermalito Union School District

CONSULTANT AGREEMENT

This agreement is entered as of this *twenty-fourth* day of *January, 2017* by and between the Thermalito Union School District, hereinafter referred to as "District", and *Bricks 4 Kidz (Linda Phelps)*, hereinafter referred to as "Consultant".

I. PURPOSE

- A. Whereas, California Government Code Section 53060 provides authority for a school district to contract with any person for the furnishing of special services and advice if such persons are specially trained, experienced and competent to perform the special services required:
- B. Whereas, Consultant is specially trained and experienced in the area of : **Teaching STEM based lessons using Legos.**
- C. Whereas, the District recognizes the need.

II. NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

- A. Name, address and phone # of consultant:

Linda Phelps (Bricks 4 Kidz)
510 Walnut Street
Chico, CA 95928

email: lphelps@bricks4kidz.com

Phone: 530-332-9172

Social Security#(TAX-ID): 46-5475348

- B. Type of services to be provided:
 - **The consultant will provide STEM based classroom lessons for 2 first grades classes and 2 third grade classes where students will learn some history (on windmills, airplanes, etc...) and will get to build motorized structures using Lego Technics demonstrating their knowledge and creativity. The cost of the four lessons is \$801.**
 - **The consultant will also provide an engaging family night in the cafeteria where students and their families will have the opportunity to explore and learn using the Lego materials. The cost of the family night is \$500.**
- C. Term: The consultant shall provide services on **March 6, 2017, from 9am-10am, 10:15-11:15 (Mrs. Newsom-Wang/Ms Trotter's classes), 11:30-12 & 1:00-1:30, and 1:45-2:45 (Mrs. Smith and Mrs. Nieto's classes). The family night on March 7th, 2017 will go from 6:00pm-7:30pm.**
- D. Payment. Consultant shall be reimbursed by the District at a rate which includes travel expenses. The cost to the District and reimbursement to Consultant pursuant to this agreement shall not exceed **\$1,301** absent written agreement from the District. Payment shall be made upon receipt of an invoice from the Consultant which details service rendered and/or costs incurred if payment includes materials, lodging, or mileage.
- E. Special provisions or assistance needed for the Consultant to perform services:

III. CONDITIONS:

- A. Assignment and Transfer: Consultant shall not assign or transfer this agreement or any interest therein to any other party without first having obtained the written consent of the District. Consultant shall personally perform all services required hereunder, unless written permission otherwise is obtained from the District.
- B. Sensitive Issues: Consultant will, in the performance of this contract, refrain from actions or remarks pertaining to race, religion, gender or use of profanity, which would reflect negatively upon individuals or groups or be offensive to others.
- C. Independent Contractor: At all times during the terms of this agreement, Consultant shall be an independent contractors and shall not be an employee of the District. District shall have the right to control Consultant insofar as the results of Consultant's services rendered pursuant to this agreement. Consultant is specifically responsible for obtaining worker's compensation insurance, at his/her option, and the District is not responsible for providing such coverage.
- D. Hold Harmless: Consultant shall save and hold harmless, defend, and indemnify the District from any and all liability and expense on account of any suits, verdicts, judgments, costs or claims of any nature arising out of or in any way connected with Consultant's activities upon District property. Consultant shall obtain liability insurance in an amount sufficient to meet the conditions of this agreement as is set forth herein.
- E. Applicable Law: This agreement is subject to all applicable laws of the State of California, all of which are made a part of the terms and conditions of this agreement as is set forth herein.
- F. Entire Agreement: This agreement is the full and entire agreement between the parties and no other oral agreements exist between the parties. No alterations or amendments in this agreement shall be made except in writing and signed by both the District and the Consultant.
- G. Discontinue Contract: Either party may discontinue this contract with thirty (30) day notice should funding be eliminated or reduced by federal, state or grant cuts.

Thermalito Union School District
Greg Blake, Superintendent

Date

Consultant

Date

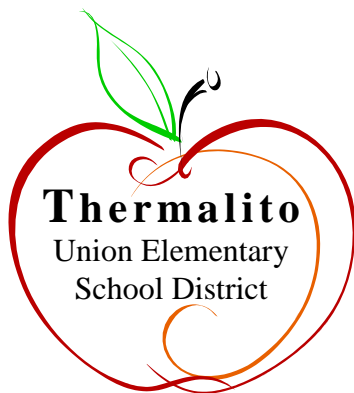
For District/School Use Only.
School <u>Plumas Avenue</u>
Principal's Signature <u>[Signature]</u>
Funding LCFF: 01-0150-3100-5800
Director of Finance
PURCHASE ORDER #

Justification

The in-class activities will be STEM based, and students will have the opportunity to immediately apply what they have learned by building a motorized Lego technic structure. The Parent night will bring parents and students to school to participate in a fun, engaging, activity night using the STEM based Lego materials.

C:\word\fms\consultantcontract 5/10

****A check is requested to be received at the conclusion of the family night on March 7th.**



BOARD ACTION ITEM SUMMARY

FROM: Rochelle Simmons

TO: Board of Trustees

Meeting Date: February 2, 2017

Topic: Consultant Agreement

Description: Requesting approval to consult with Odyssey Team, Inc. for a day field trip for Nelson Avenue students which will include high and low rope courses and experiential learning on March 15, 2017.

Thermalito Union Elementary School District

CONSULTANT AGREEMENT

This agreement is entered as of this 19 day of January, 20 17 by and between the Thermalito Union Elementary School District, hereinafter referred to as "District", and Odyssey Teams, hereinafter referred to as "Consultant".

I. PURPOSE

- A. Whereas, California Government Code Section 53060 provides authority for a school district to contract with any person for the furnishing of special services and advice if such persons are specially trained, experienced and competent to perform the special services required:
- B. Whereas, Consultant is specially trained and experience in the area of High and Low Courses & experiential Learning.
- C. Whereas, the District recognizes the need.

II. NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

- A. Name, address and phone # of consultant:

Odyssey Teams, Inc.

173 E. 3rd Ave

Phone 530 342-1650

Social Security # OR

Company's ID #

- B. Type of services to be provided:

____ Assembly (topic) _____

____ Staff Development (topic) _____

____ Other High and Low Courses

- C. Term: The consultant shall provide services on March 15th, 2017 or from _____ through _____.

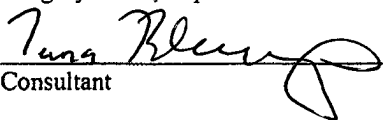
- D. Payment. Consultant shall be reimbursed by the District at a rate which includes travel expenses. The cost to the District and reimbursement to Consultant pursuant to this agreement shall not exceed \$ 5000 absent written agreement from the District. Payment shall be made upon receipt of an invoice from the Consultant which details service rendered and/or costs incurred if payment includes materials, lodging, or mileage.

- E. Special provisions or assistance needed for the Consultant to perform services:

III. CONDITIONS:

- A. Assignment and Transfer: Consultant shall not assign or transfer this agreement or any interest therein to any other party without first having obtained the written consent of the District. Consultant shall personally perform all services required hereunder, unless written permission otherwise is obtained from the District.
- B. Sensitive Issues: Consultant will, in the performance of this contract, refrain from actions or remarks pertaining to race, religion, gender or use of profanity, which would reflect negatively upon individuals or groups or be offensive to others.
- C. Independent Contractor: At all times during the terms of this agreement, Consultant shall be an independent contractors and shall not be an employee of the District. District shall have the right to control Consultant insofar as the results of Consultant's services rendered pursuant to this agreement. Consultant is specifically responsible for obtaining worker's compensation insurance. at his/her option, and the District is not responsible for providing such coverage.
- D. Hold Harmless: Consultant shall save and hold harmless, defend, and indemnify the District from any and all liability and expense on account of any suits, verdicts, judgements, costs or claims of any nature arising out of or in any way connected with Consultant's activities upon District property. Consultant shall obtain liability insurance in an amount sufficient to meet the conditions of this agreement as is set forth herein.
- E. Applicable Law: This agreement is subject to all applicable laws of the State of California, all of which are made a part of the terms and conditions of this agreement as is set forth herein.
- F. Entire Agreement: This agreement is the full and entire agreement between the parties and no other oral agreements exist between the parties. No alterations or amendments in this agreement shall be made except in writing and signed by both the District and the Consultant.
- G. Discontinue Contract: Either party may discontinue this contract with thirty (30) day notice should funding be eliminated or reduced by federal, state or grant cuts.

Thermalito Union Elementary School District
Gregory Blake, Superintendent


Consultant

Date

11/19/17
Date

For District/School Use Only.
School
Principal's Signature
Funding
Director of Finance
PURCHASE ORDER #

Justification

Revised 12/16



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Ed Gregorio

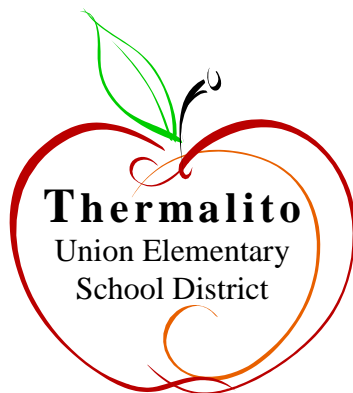
MEETING DATE: February 2, 2017

TOPIC: Technology Disposal Request

DESCRIPTION: I am requesting the Board's permission to recycle/repurpose the following items, which have been identified as being beyond repair by Sierra Avenue Elementary's Computer Lab Clerk and the ITS technician.

Quantity	Item	ID Tag/Serial Number
1	Printer	2603
1	Doc Camera	1950
1	eMac	914
4	Dells	1222, 1342, 1399, 2401

FUNDING: N/A



BOARD ACTION ITEM SUMMARY

FROM: Rochelle Simmons, NAMS Principal

TO: Board of Trustees

Meeting Date: **February 2, 2017**

Topic: Technology Disposal

Description: I request permission from the Board to dispose of the following outdated technology per recommendation of BCOE IT:

<u>Brand</u>	<u>Model</u>	<u>Type</u>	<u>TUSD #</u>
Gateway*	E-4610S	Computer	1538
Gateway*	E-4610S	Computer	1488
Gateway*	E-4610S	Computer	1486
Gateway	E-4610S	Computer	3708
Gateway*	E-4610S	Computer	1483
Gateway*	E-4610S	Computer	1484
Gateway*	E-4620D	Computer	1638
Gateway*	E-4620D	Computer	1642
Gateway*	E-4620D	Computer	1613
HP	P1505n	Printer	1883
HP	LaserJet 4000	Printer	198
Brother	HL-5170DN	Printer	U60966H5J976603
Brother	HL-5250DN	Printer	U61444D6J437548
Dell*	Latitude D830	Laptop	1679
Gateway	E-4200	Computer	124
Apple	iMac	Computer	1418
Apple	iMac	Computer	1421
Gateway	E4200	Computer	
Apple	iMac	Computer	1419
Apple	iMac	Computer	1420
Apple	iMac	Computer	1422

Funding: NA

Thermalito Schools.....Moving Forward



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Lisa Cruikshank, Director of Special Projects

MEETING DATE: **February 2, 2017**

TOPIC: 2015-2016 School Accountability Report Cards (SARCs)

DESCRIPTION: Please approve the School Accountability Report Card for each school site in Thermalito Union Elementary School District. SARCs published during this school year reflect the previous year's school data. Consequently, these SARCs are entitled "2015-2016 SARC" and reflect data from last school year. California Department of Education's (CDE) online SARC template allows the state to have immediate access to each school's SARC. English, Hmong and Spanish versions will be made available to parents on school or CDE websites; a hard copy may be requested at school sites.

FUNDING: N/A

Nelson Avenue Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.

Mrs. Rochelle Simmons, Principal

 Principal, Nelson Avenue Middle

About Our School

Welcome to Nelson Avenue Middle School! I am proud to be a part of the NAMS family, home of the Tigers, in the Thermalito Union Elementary School District (TUESD) in Oroville, California. Our highly experienced teachers have brought our students solidly into the new era of education: Common Core. A common focus on student literacy (specifically, reading) improvement across all content areas has all Nelson teachers training in and employing best instructional practices through Project READ as we strive daily to ready our 6th-, 7th-, and 8th-grade students for the rigor of college, career, and beyond. Socially, the Tigers have adopted the 8-Keys of Excellence program. This character-development program explores themes of excellence each month, such as Integrity, Commitment, Ownership, and Speaking with Good Purpose. Our goal is to have EVERY STUDENT, EVERY DAY working to be the best he/she can be to succeed.

Parents, guardians, families, and community members: You make up a VERY critical piece of the Nelson Family. Without you, we wouldn't have students here daily, on time, and ready to learn. Sue Bowman, Dean of Students, and I welcome any ideas, concerns or comments *any* of you may have in the spirit of improvement for Nelson Avenue Middle School. Additionally, you are invited to join us for Pastries with the Principal on the Nelson campus every fourth Wednesday morning of each month. We also offer Family Education opportunities and would love to share more with you. Please don't hesitate to contact us!

Not to go unmentioned are the classified staff at NAMS. Our secretarial, clerical, and library staff keep the daily operational activities in line and accounted for, while our para-educators add the extra support our students need in the classrooms. Our custodial staff keeps our campus clean and welcoming and, along with our site supervisors and health office staff, help to keep our campus safe and orderly.

One can see why I am proud to lead this team!

Rochelle Simmons, Principal

Contact

Nelson Avenue Middle
2255 Sixth St.
Oroville, CA 95965-3260

Phone: 530-538-2940

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Contact Information (School Year 2016-17)	
School Name	Nelson Avenue Middle
Street	2255 Sixth St.
City, State, Zip	Oroville, Ca, 95965-3260
Phone Number	530-538-2940
Principal	Mrs. Rochelle Simmons, Principal
E-mail Address	rsimmons@thermalito.org
Web Site	www.thermalito.org
County-District-School (CDS) Code	04615496003354

Last updated: 1/20/2017

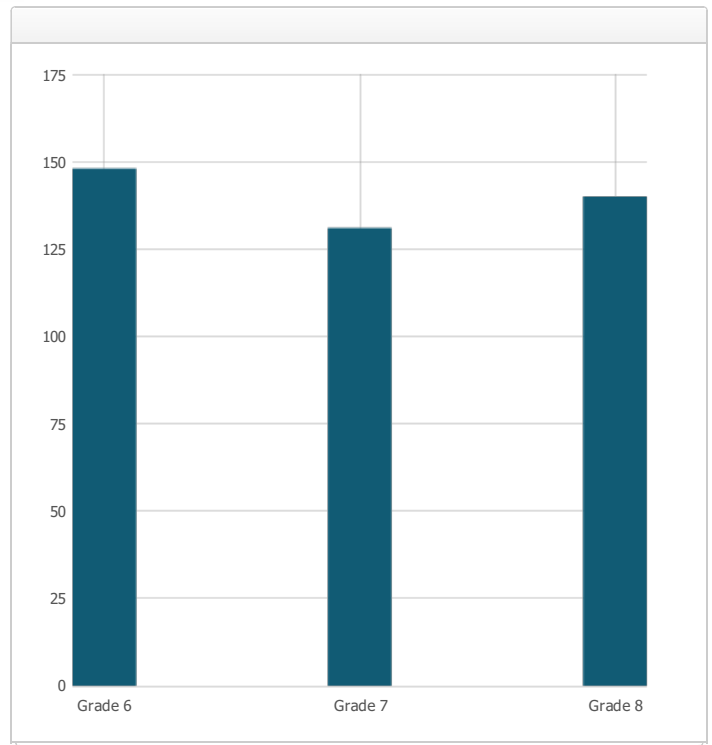
School Description and Mission Statement (School Year 2016-17)

Our Mission Statement: To engage students in a meaningful education that reflects a safe and caring environment, whereby all students are given opportunities to reach their full potential. Children are the main focus of attention at Nelson Avenue Middle School. Nelson's staff is committed to seeing that every child has a meaningful growing experience. The Nelson family cares, has the skills and understanding, is creative, and has the resources to provide a successful learning environment for all the students, which includes academia and character development alike. Approximately 430 students in grades 6, 7, and 8 are enrolled at Nelson Avenue Middle School. Nelson appreciates and welcomes the diversity of its student population and its varying ethnic, cultural, and socio-economic backgrounds. The student groups represented are not limited to Hmong, Latino, African American, Caucasian, Mien, Philippino, and Greek. Parent involvement is paramount in a successful learning experience for our children, and we encourage our parents to become a part of this learning environment. Parent involvement opportunities include but are not limited to School Site Council, English Learner Advisory Committee and Pastries with the Principal (a monthly gathering for parents, community members and staff to discuss "all things Nelson"), and family education opportunities. All faculty and staff at Nelson are progressive-minded and use innovative ideas and proven methods in teaching children. It is a pleasure to serve the families in our community. Please visit our school to see great things happening. Also, please feel free to volunteer in a classroom, contribute ideas for improvements, visit our website at www.thermalito.org (then click on Schools), and "like" us on Facebook at Nelson Ave Middle School.

Last updated: 1/20/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	148
Grade 7	131
Grade 8	140
Total Enrollment	419



Last updated: 1/20/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	5.0 %
Asian	29.8 %
Filipino	0.0 %
Hispanic or Latino	12.2 %
Native Hawaiian or Pacific Islander	0.5 %
White	45.1 %
Two or More Races	4.5 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	11.0 %
Students with Disabilities	12.2 %
Foster Youth	1.0 %

Last updated: 1/20/2017

A. Conditions of Learning

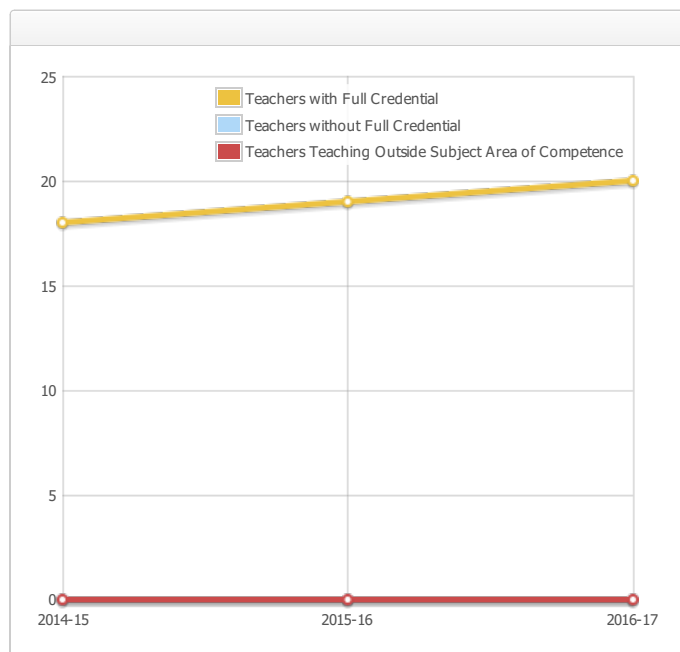
State Priority: Basic

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

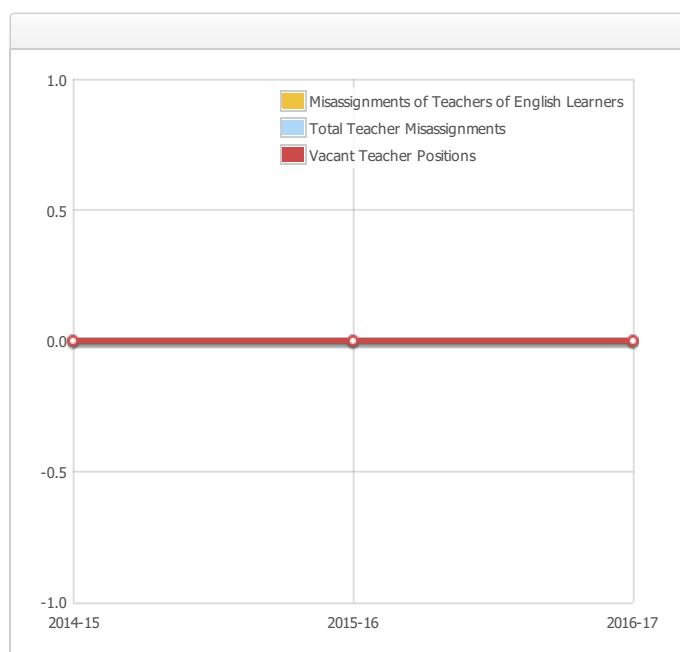
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	19	20	75
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/20/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/20/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/20/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 McDougal Littell reading curriculum program is our most current adoption. The textbooks are in good condition; and there are textbooks available for all students. Study Sync is being piloted the last half of the 2016-17 school year as our potentially new ELA/ELD adoption.	No	0.0 %
Mathematics	In 2015-16, Thermalito Union School District adopted the 2015 College Preparatory Mathematics (CPM) curriculum for grades 6th through 8th grade. The curriculum is in great condition and is available to all students.	Yes	0.0 %
Science	We are currently using the 2007 edition of the Prentice-Hall curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2006 edition of the McDougal Littell curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/20/2017

School Facility Conditions and Planned Improvements

The Thermalito Union School District takes pride in maintaining clean and safe school facilities. Nelson Avenue Middle School consists of 30 classrooms on site, two multi-purpose rooms, an up-to-date library, and one of the best gyms in Butte County. Safety is a priority for Nelson and is addressed on a monthly basis via the site's safety committee with input from students, teachers, parents and staff. All stakeholders are encouraged to report any and all unsafe or undesirable conditions to ensure a positive learning environment for all. The safety committee performs monthly drills (e.g., fire, lockdown, natural disaster) and inspections of all areas of campus. Nelson's experienced and dedicated custodial staff ensure that pride is reflected throughout the campus via daily cleaning and maintenance. Furthermore, yearly facility inspections are conducted.

Last updated: 1/20/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Exemplary
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Last updated: 1/20/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	24.0%	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	14.0%	13.0%	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/20/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	140	97.9%	17.9%
Male	74	73	98.7%	12.3%
Female	69	67	97.1%	23.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.6%	29.3%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	11.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	63	98.4%	15.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	124	97.6%	16.9%
English Learners	19	18	94.7%	--
Students with Disabilities	18	18	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/20/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	129	97.7%	22.5%
Male	64	62	96.9%	19.4%
Female	68	67	98.5%	25.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.0%	26.0%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	52	98.1%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.3%	21.1%
English Learners	21	19	90.5%	--
Students with Disabilities	18	18	100.0%	5.6%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/20/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	138	98.6%	31.9%
Male	76	75	98.7%	25.3%
Female	64	63	98.4%	39.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.4%	46.0%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	11.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	32.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	117	98.3%	31.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/20/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	140	97.9%	7.1%
Male	74	73	98.7%	5.5%
Female	69	67	97.1%	9.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.6%	14.6%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	63	98.4%	6.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	124	97.6%	7.3%
English Learners	19	18	94.7%	--
Students with Disabilities	18	18	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/20/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	130	98.5%	12.3%
Male	64	63	98.4%	14.3%
Female	68	67	98.5%	10.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.0%	18.0%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	6.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	52	98.1%	11.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	115	99.1%	11.3%
English Learners	21	20	95.2%	5.0%
Students with Disabilities	18	18	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	138	98.6%	18.1%
Male	76	75	98.7%	18.7%
Female	64	63	98.4%	17.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	97.4%	24.3%
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	5.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	117	98.3%	17.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59.0%	66.0%	49.0%	48.0%	46.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	140	140	100.0%	48.6%
Male	76	76	100.0%	55.3%
Female	64	64	100.0%	40.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100.0%	57.9%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	18	18	100.0%	27.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	66	100.0%	47.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.0%	47.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/9/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.0%	27.1%	24.8%

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.

Last updated: 1/20/2017

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 2016-17)

Nelson Avenue Middle School recognizes that parent/guardian involvement provides one of the most important keys to student success. Several opportunities exist that promote parent involvement in our school. These opportunities for involvement are open to all parents/guardians of Nelson Avenue Middle School and its community. The School Site Council (SSC) is one opportunity for parent involvement. At present, five parents along with other staff members commit to four to five meetings per year to discuss and decide how money is spent on school programs and student achievement levels. For our second-language families, we host parent meetings through our English Language Advisory Committee (ELAC), which is made up of second-language parents/guardians from our school. Parents not wanting such an official title or committee involvement have the opportunity participate in Pastries with the Principal. This is a once-per-month, casual gathering for ALL parents with the principal. At this gathering, we discuss everything: school safety (including bullying), homework, parent education topics, 8th grade promotion, etc. This forum provides the principal valuable information from parents/guardians that may otherwise "slip through the cracks," and it's a great Nelson resource for parents. Nelson is also proud to offer Family Education through Project READ twice per year. Other opportunities for parents/guardians to get involved include volunteering in the classroom, either by the hour, day, or whatever works with one's schedule. Another valuable way to connect with your child's school activities is to chaperone at a school dance. This helps us with providing a safe and enjoyable environment for our students in grades 6, 7 and 8. At the end of the school year, our Eighth Grade Promotion Ceremony is a time to celebrate our students' successes throughout their time at Nelson. The Eighth Grade Promotion Committee meets monthly and is made up of parents/guardians who are dedicated to making the promotion ceremony and activities memorable experiences for our 8th grade students as they move on to high school. If you would like to get involved and invest in Nelson's students in any way mentioned above (or perhaps you have another idea of getting involved or contributing), please contact us at 530-538-2940, or find us at www.thermalito.org (then click on "Schools"), or Like us on Facebook at Nelson Ave Middle School for more information and a schedule of events.

State Priority: Pupil Engagement

Last updated: 1/20/2017

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

- High school dropout rates; and
- High school graduation rates

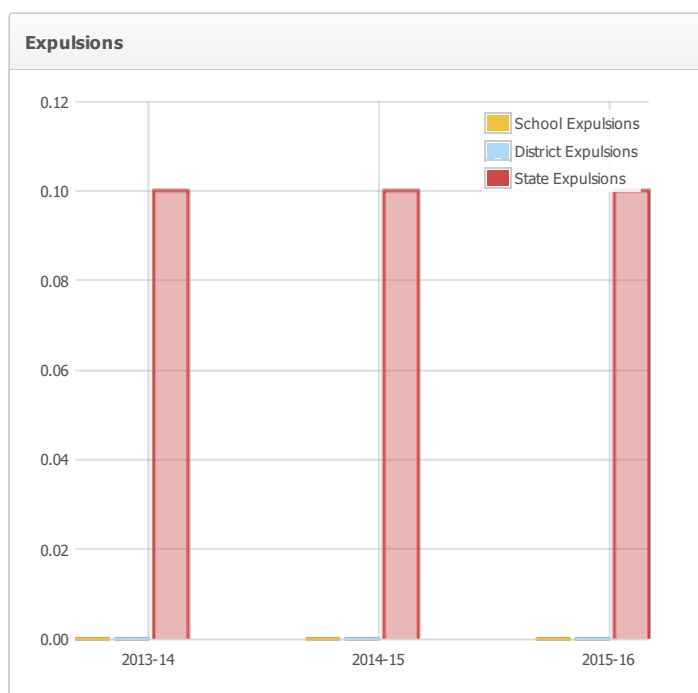
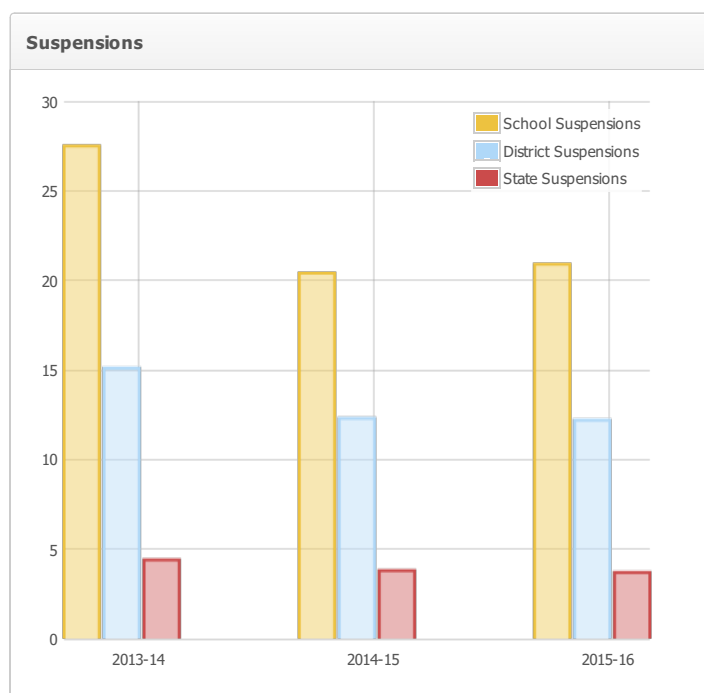
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	27.5	20.4	20.9	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/20/2017

School Safety Plan (School Year 2016-17)

The Thermalito District-wide Comprehensive School Safety Plan 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 healthy physical, social, academic, and mental habits. This will be accomplished by encouraging pride in self-achievement, responsibility and respect of self and toward others, recognition of students and staff, and positive relationships with young people.

Nelson Avenue Middle School takes a serious stance when it comes to school safety. High standards are established and adhered to that promote and instill safety for all participants. The Safety Plan, a District-wide endeavor (updated in the 2016-17 school year) provides a comprehensive structure to various safety issues that affect all aspects of the school. Monthly meetings are held to report and review safety issues; in addition, various safety drills are performed school-wide on a monthly basis. Also, a yearly safety assessment is conducted to determine the school community's perception of safety topics as they pertain to students in school as well as when they are traveling to and from school.

At Nelson, we have several clear, consistent, and fair policies to ensure a great learning environment. A clear, 9-Step Discipline plan and Dress Code are clearly implemented, as are policies pertaining to harassment, emergencies, and safe comings and goings from the campus. Parent/guardian input is vital to this plan; consequently, parent/guardian input is consistently solicited to help continually improve the school. The school and parents also hold safety meetings at the District level to ensure site and District safety plan integrity. The school safety plan is developed with input from teachers, staff, and parents with a goal of making the school safer for our students and community. It is reviewed yearly with changes made toward improvement of the plan with input from parents/guardians/community, School Site Council, Student Leadership, and Site Leadership. Each year, the safety plan is also sent to the Board of Trustees for their final approval.

Twice each school year, a student-climate survey is taken electronically, individually, and anonymously by students. By surveying students regarding issues such as bullying, the staff, parent groups, and other stakeholders are informed of any issues that need to be addressed.

The entire Nelson staff has a priority for each school day, and it takes place even over student learning: that priority is student safety. The School Safety Plan is available at the physical school site and school website, and it can be checked out to any parent/guardian wishing to review it or give further input. Again, we welcome community input as we at Nelson work daily to ensure that this middle school is a safe environment for our students to learn, play, and grow.

Last updated: 1/20/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	2	0	27.0	0	3	0	0.0	0	0	0
1	25.0	0	3	0	20.0	2	1	0	0.0	0	0	0
2	25.0	0	3	0	25.0	0	3	0	0.0	0	0	0
3	25.0	0	3	0	26.0	0	3	0	0.0	0	0	0
4	25.0	0	2	0	25.0	0	3	0	0.0	0	0	0
5	24.0	1	3	0	25.0	1	2	0	0.0	0	0	0
6	0.0	0	0	15	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	22.0	26	46	1

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

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	9	7	0	19.0	7	6	1	23.0	6	11	0
Mathematics	18.0	9	4	2	22.0	4	6	2	23.0	7	10	0
Science	23.0	4	6	2	24.0	3	8	0	28.0	2	11	1
Social Science	23.0	4	8	0	22.0	6	4	2	26.0	3	12	0

* 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.

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.9	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/26/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Figures below are for 2015-16 school year.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7061.0	\$990.0	\$6072.0	\$76530.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

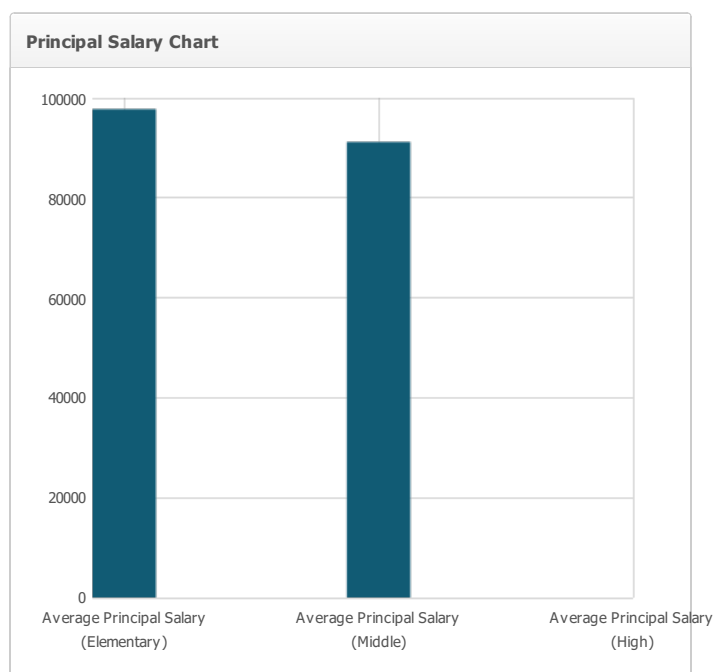
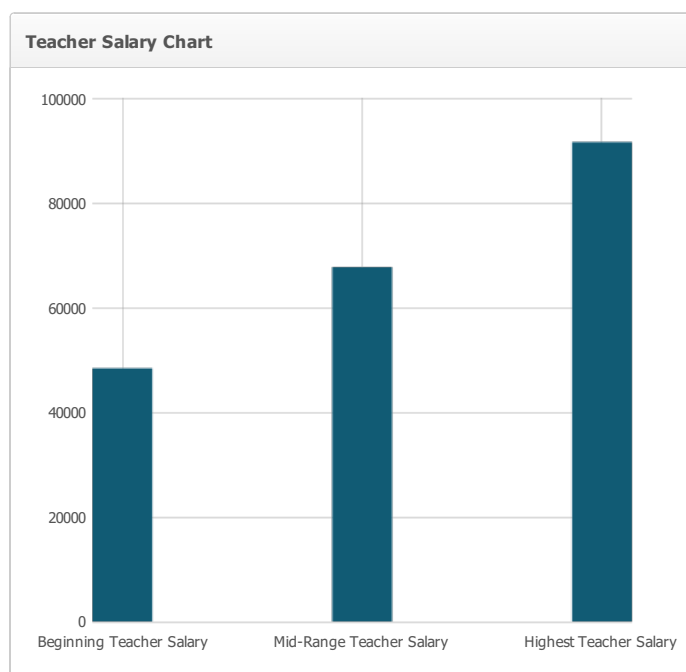
Nelson Avenue Middle School receives and uses federal funds in the following manner: English language development support; reading intervention program during the school day; after-school math, reading and ELD interventions; and Credit Recovery Program, which provides extra assistance to students performing below grade level. Additionally, these funds are used to provide professional development support to teachers. Nelson students also benefit from a grant from Project READ, which is used for supporting literacy in *all* content areas.

Last updated: 1/20/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/20/2017

Professional Development

Over the past four years, Nelson Avenue Middle School has consistently provided opportunities for staff to participate in a variety of professional development activities not limited to the following: training in Common Core, English language development, math, literacy, Next Generation Science Standards, Chromebooks for classroom use, Google Classroom, classroom formative assessments, and the arts. We are in year four of a five-year Project READ grant, and one of the primary foci of the staff is improving the informational text reading of all students in all content areas. Teachers participate in learning modules, site coaching, extensive collaboration regarding fidelity of program, and study and implementation of best practices. Each teacher is further supported via teacher-principal meetings whereby the teacher's pedagogical abilities/content knowledge is observed, assessed, and evaluated, resulting in individualized professional growth needs and goals. Additionally, the District calendar provides 36 minimum days in order to provide teachers the time to collaborate and perfect their trainings and daily pedagogy. Collaborations consist of sharing research and best practices, workshops, on-site trainings, instructional strategies, etc.

For more information, please contact Rochelle Simmons, principal, at 530-538-2940 or rsimmons@thermalito.org.

Last updated: 1/20/2017

Sierra Avenue Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Contact Information (School Year 2016-17)	
School Name	Sierra Avenue Elementary
Street	1050 Sierra Ave.
City, State, Zip	Oroville, Ca, 95965-4238
Phone Number	530-538-2920
Principal	Edward Gregorio, Principal
E-mail Address	egregori@thermalito.org
County-District-School (CDS) Code	04615496003370

Last updated: 1/5/2017

School Description and Mission Statement (School Year 2016-17)

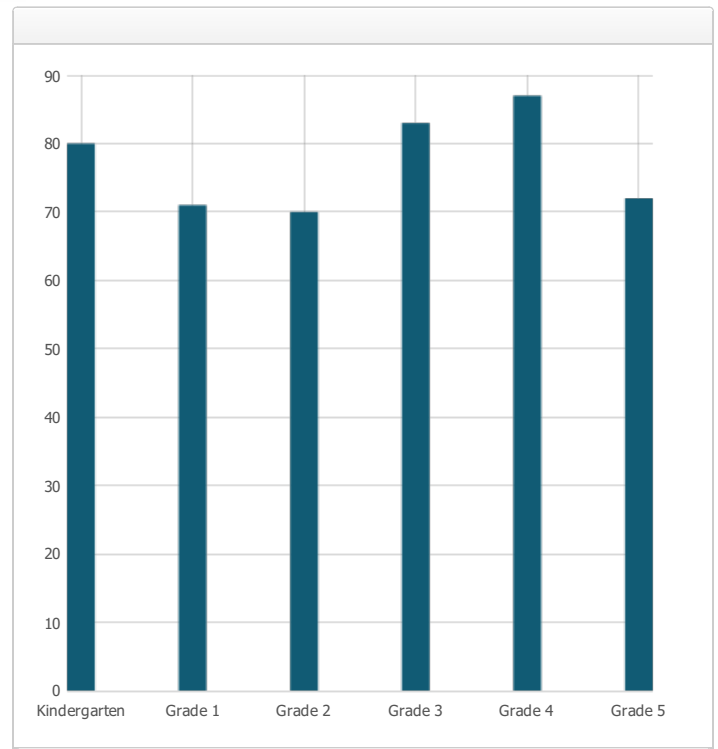
Sierra Avenue Elementary School is located in the Thermalito Union School District near the town of Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The school is one of three K-5 schools in the district and currently serves approximately 470 students in 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 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 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 as during-school and after-school programs, and small group instruction are offered for students who are performing grade level.

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

Last updated: 1/5/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	80
Grade 1	71
Grade 2	70
Grade 3	83
Grade 4	87
Grade 5	72
Total Enrollment	463



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	3.5 %
Asian	24.2 %
Filipino	0.4 %
Hispanic or Latino	14.9 %
Native Hawaiian or Pacific Islander	0.9 %
White	47.1 %
Two or More Races	7.3 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.6 %
English Learners	22.0 %
Students with Disabilities	10.2 %
Foster Youth	1.1 %

Last updated: 1/5/2017

A. Conditions of Learning

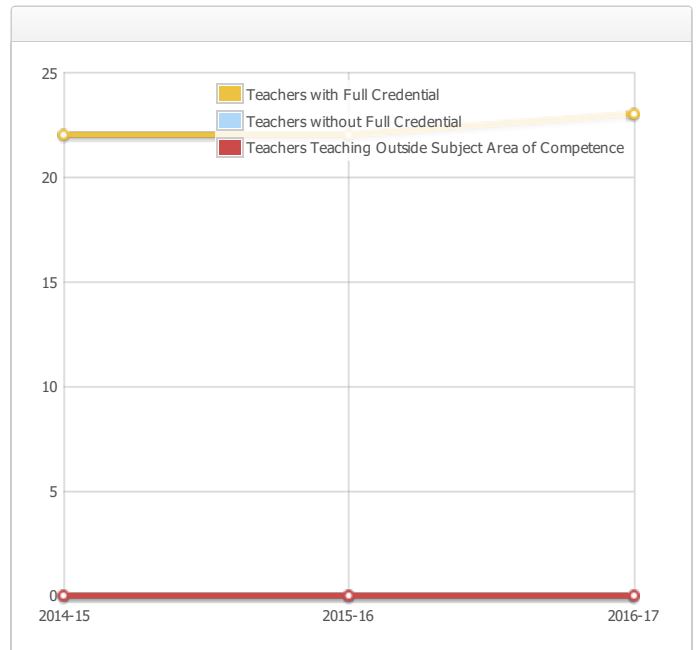
State Priority: Basic

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

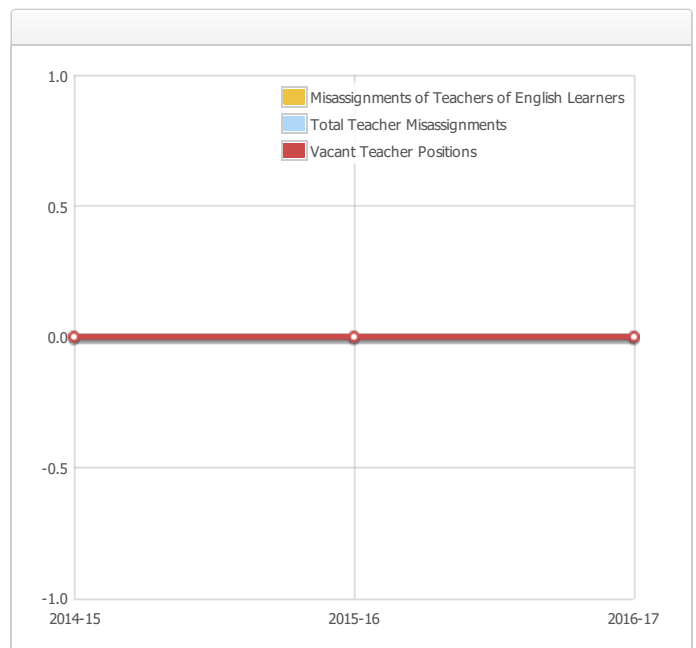
Teachers	School			District
	2014-15	2015-16	2016-17	
With Full Credential	22	22	23	75
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/6/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/6/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 Houghton Mifflin reading curriculum program is our most current adoption. The textbooks and supplemental materials are in good condition; and there are textbooks available for all students. Teachers are using Ready Common Core, iReady, and Being a Writer to supplement the core reading instructional program.	No	0.0 %
Mathematics	This year, the Thermalito Union School District adopted the Math Expressions, Houghton Mifflin Harcourt curriculum for grades TK through 5th grade. The curriculum is in great condition and is available to all students./	Yes	0.0 %
Science	We are currently using the 2005 edition of the Pearson Scott-Foresman Science curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Houghton-Mifflin Social Studies curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2017

School Facility Conditions and Planned Improvements

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.

Last updated: 1/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	One of four water fountains on the east playground is not functioning properly. The roofs for portables 20-25 frequently leak during heavy rainstorms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofing above office complex and hallway outside of conference room frequently leaks during heavy rainstorms.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/5/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	32.0%	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	17.0%	26.0%	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/5/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	83	97.7%	30.5%
Male	44	43	97.7%	26.2%
Female	41	40	97.6%	35.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.8%	21.7%
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	7.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	38.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.4%	28.0%
English Learners	25	24	96.0%	16.7%
Students with Disabilities	11	11	100.0%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/5/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	34.1%
Male	42	40	95.2%	33.3%
Female	48	47	97.9%	34.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	30.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.7%	35.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	85	97.7%	33.7%
English Learners	18	18	100.0%	27.8%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	71	97.3%	29.6%
Male	40	38	95.0%	21.1%
Female	33	33	100.0%	39.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	40.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.0%	27.7%
English Learners	11	11	100.0%	9.1%
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/5/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	83	97.7%	37.8%
Male	44	43	97.7%	35.7%
Female	41	40	97.6%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.8%	21.7%
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	41.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.4%	34.7%
English Learners	25	24	96.0%	20.8%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	25.3%
Male	42	40	95.2%	35.0%
Female	48	47	97.9%	17.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	15.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.7%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	85	97.7%	24.7%
English Learners	18	18	100.0%	22.2%
Students with Disabilities	11	11	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	71	97.3%	12.7%
Male	40	38	95.0%	7.9%
Female	33	33	100.0%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	20.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	6.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.0%	10.8%
English Learners	11	11	100.0%	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	36.0%	40.0%	51.0%	48.0%	46.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	73	71	97.3%	50.7%
Male	40	38	95.0%	52.6%
Female	33	33	100.0%	48.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	50.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	30	93.8%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.0%	47.7%
English Learners	11	11	100.0%	18.2%
Students with Disabilities	12	12	100.0%	41.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/5/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.5%	20.3%	20.3%

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.

Last updated: 1/5/2017

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 2016-17)

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 and Breakfast and Family Engagement Nights.

State Priority: Pupil Engagement

Last updated: 1/5/2017

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

- High school dropout rates; and
- High school graduation rates

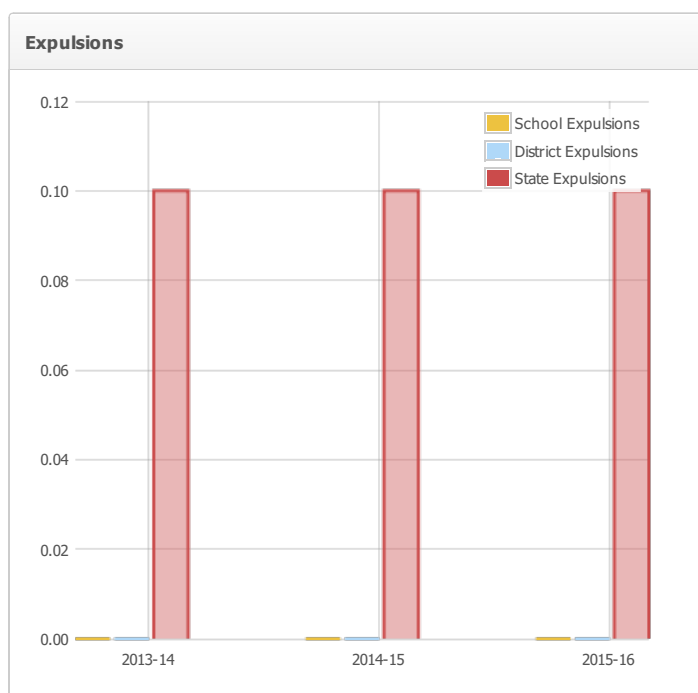
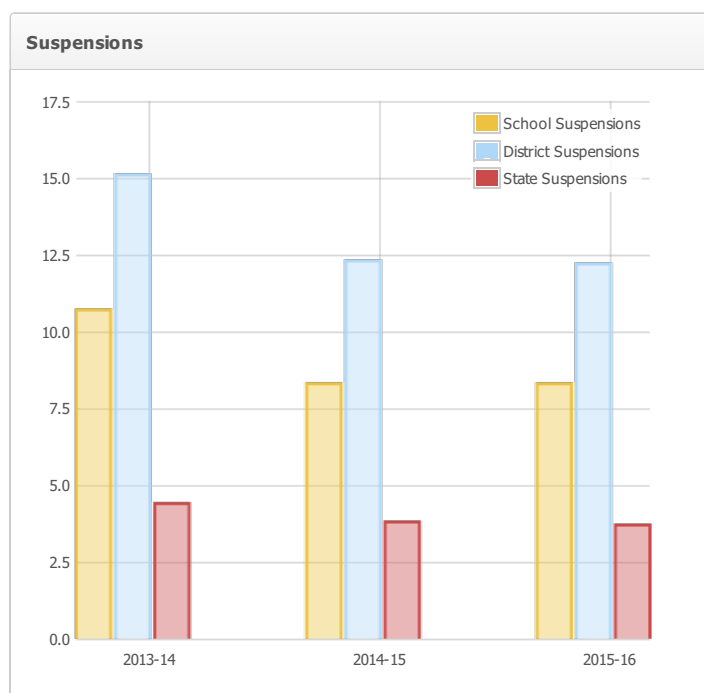
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.7	8.3	8.3	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

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 core values to guide our work, which are respect, responsibility, caring, and perseverance. Students are encouraged to keep the core values 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.

Beginning in the 2013-2014 school year, we have adopted a set of behavioral expectations for our common areas, which all students have received instruction on throughout the school year. Additionally, we have created a Positive Behavior Support Team comprised of certificated, classified, and administrative staff with the sole purpose of supporting teachers in meeting the social-emotional and behavioral needs of their students.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/5/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	2		27.0		3		26.0		3	
1	25.0		3		20.0	2	1		19.0	3		
2	25.0		3		25.0		3		20.0	1	2	
3	25.0		3		26.0		3		26.0	1	2	
4	25.0		2		25.0		3		25.0		3	
5	24.0	1	3		25.0	1	2		30.0		2	
6												
Other												

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

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5971.0	\$1411.0	\$4561.0	\$70268.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

Types of Services Funded (Fiscal Year 2015-2016)

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

Title I Parent Involvement—Reading activities and parent newsletters

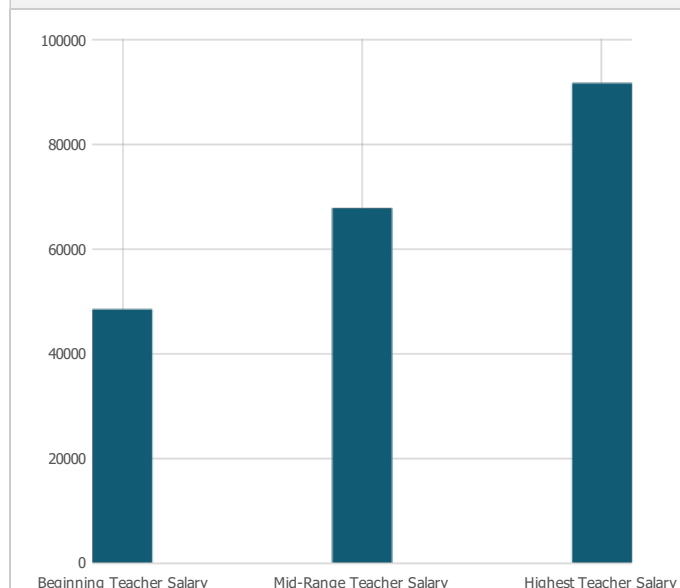
Last updated: 1/6/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

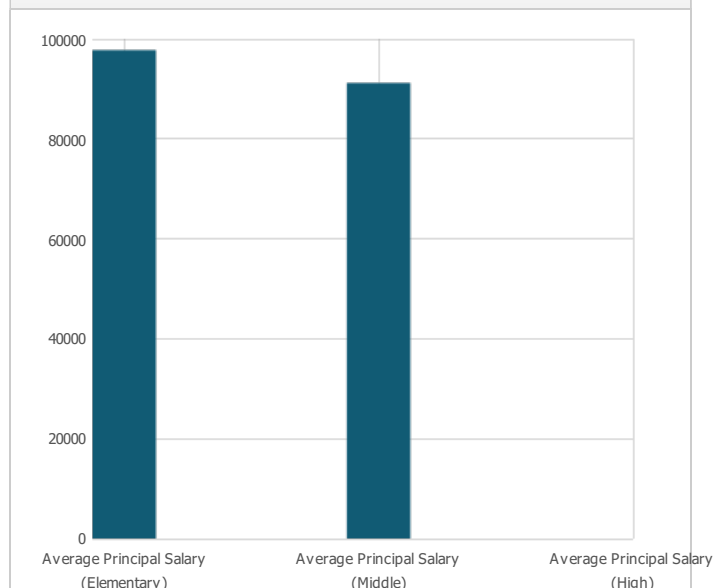
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/5/2017

Professional Development

Over the past three years, Sierra Avenue Elementary School has provided opportunities for staff to participate in a variety of professional development activities. These range from Thinking Maps, Common Core-Aligned Instructional Strategies, Positive Discipline Techniques, Nurtured Heart, i-Ready, and Being a Writer. Most recently, all district staff attended Brain-Based Learning at the beginning of the school year. Our school site is currently working on implementing the best practices of Professional Learning Communities.

The District 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. Opportunities for peer support is 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.

Last updated: 1/5/2017

Plumas Avenue Elementary

California Department of Education

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



Mrs. Stacie Schuman, Principal

Principal, Plumas Avenue Elementary

About Our School

The Plumas Avenue staff provides excellent educational experiences for students in transitional kindergarten through fifth grade. Our motto at Plumas is “Where Kids Come First”, and all at Plumas work hard to meet the individual needs of our students while providing social and academic opportunities for growth. The dedicated staff at Plumas Avenue continually learns new and engaging ways to improve our programs and instruction, and they have high expectations for students and themselves. Our school is a place where students, parents, staff, and visitors feel welcome.

At Plumas Avenue we offer strong curriculum and intervention programs designed to meet the individual needs of our students. We believe in the development of positive character traits and celebrate these traits as well as academic successes. Plumas Avenue has an outstanding After-School Program run by the Butte County Office of Education where students are safe and well-supervised, can participate in enriching activities and can get support on homework and academics.

We welcome you to visit Plumas Avenue School to experience the warm, welcoming atmosphere, to meet our amazing staff and to see our beautiful campus. .

Contact

Plumas Avenue Elementary
440 Plumas Ave.
Oroville, CA 95965-3219

Phone: 530-538-2930
E-mail: sschuman@thermalito.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Contact Information (School Year 2016-17)	
School Name	Plumas Avenue Elementary
Street	440 Plumas Ave.
City, State, Zip	Oroville, Ca, 95965-3219
Phone Number	530-538-2930
Principal	Mrs. Stacie Schuman, Principal
E-mail Address	sschuman@thermalito.org
Web Site	www.thermalito.org
County-District-School (CDS) Code	04615490102327

Last updated: 1/23/2017

School Description and Mission Statement (School Year 2016-17)

Mission Statement:

Plumas Avenue School's Mission is to promote academic excellence and social responsibility. We accomplish this by creating a safe and caring community, partnering with families and staff.

School Description:

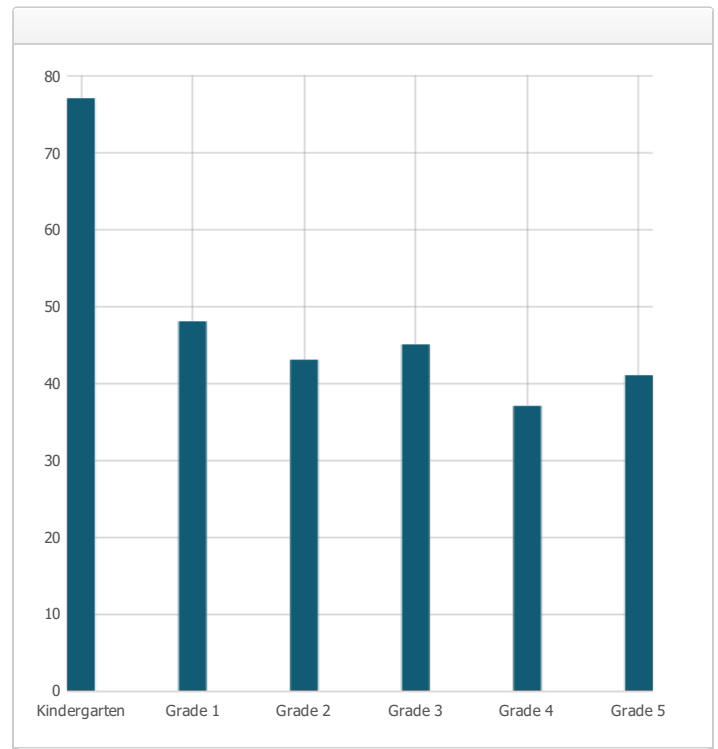
Plumas Avenue School is a transitional kindergarten through fifth-grade school that lies in a residential neighborhood in northern Oroville. The average enrollment at Plumas is 300 students, and to serve those students we have 12 regular classroom teachers, an intervention/English language teacher, a part time resource specialist (special education) and a half-time school counselor. In addition we have 5 para-professionals that help in grades K-1, a half time library clerk, a part time computer specialist, a part time health aide, a full time and part time secretary and a full time custodian. We also receive additional services from the district from the psychologist, speech teacher, and nurse. All 2nd-5th grade classrooms have a chromebook cart, and each student in these classrooms has his/her own chromebook for use. Each of the transitional kindergarten, kindergarten and 1st grade classrooms have 8 chromebooks, as well as the use of a computer lab with 34 desktop computers. All students and teachers utilize Google Applications for Education including Google Classroom, Google slides, documents and more.

At Plumas Avenue, we view the student as the ultimate focus of all activities on our campus and value each child's uniqueness. We try hard to work 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.

Last updated: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	48
Grade 2	43
Grade 3	45
Grade 4	37
Grade 5	41
Total Enrollment	291



Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	6.2 %
Asian	22.3 %
Filipino	0.3 %
Hispanic or Latino	21.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	35.1 %
Two or More Races	12.0 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	19.9 %
Students with Disabilities	5.5 %
Foster Youth	1.4 %

Last updated: 1/23/2017

A. Conditions of Learning

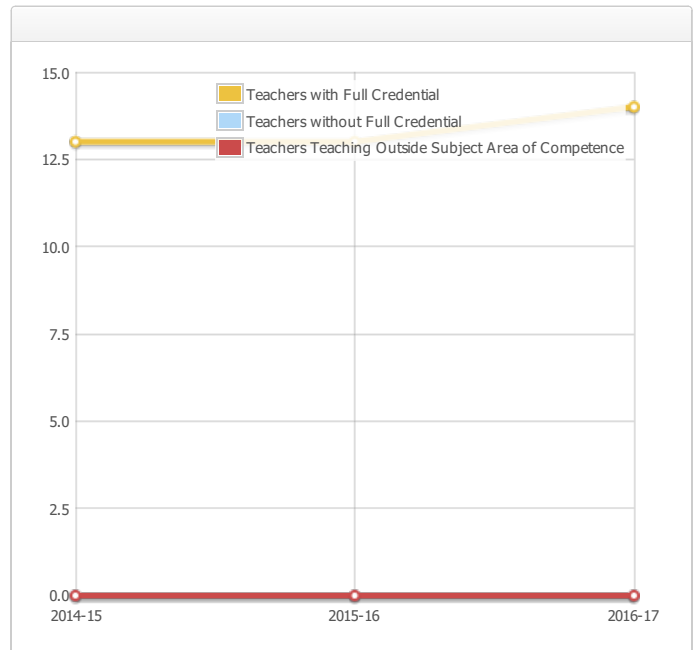
State Priority: Basic

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

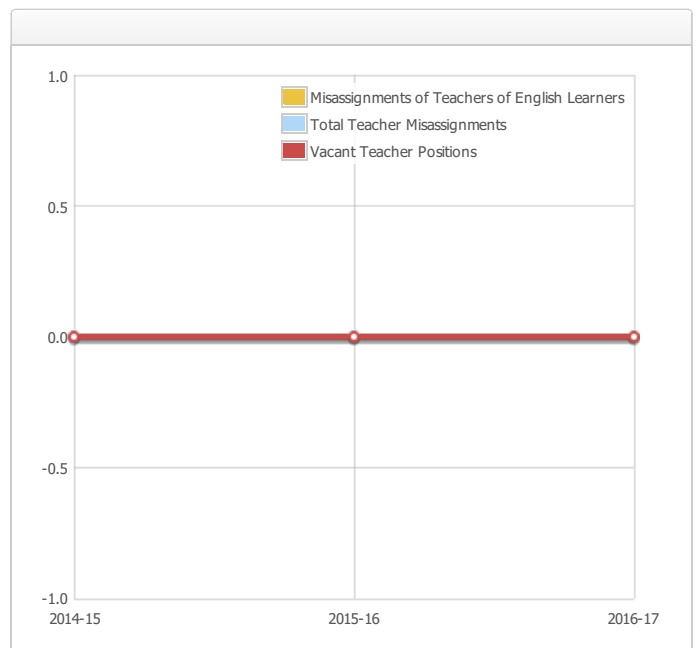
Teachers	School			District
	2014-15	2015-16	2016-17	
With Full Credential	13	13	14	75
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 Houghton Mifflin reading curriculum program is our most current adoption. The textbooks and supplemental materials are in good condition; and there are textbooks available for all students. Teachers are using Ready Common Core, iReady, and Being a Writer to supplement the core reading instructional program.	No	0.0 %
Mathematics	This year, the Thermalito Union School District adopted the Math Expressions curriculum for grades TK through 5th grade. The curriculum is in great condition and is available to all students.	Yes	0.0 %
Science	We are currently using the 2005 edition of the Pearson Scott-Foresman Science curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Houghton-Mifflin Social Studies curriculum. The materials are in excellent condition; and there are enough textbooks for all students	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2017

School Facility Conditions and Planned Improvements

Plumas Avenue Elementary School was constructed for the 2004-05 school year, and the facility is in very good condition. Plumas 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. The custodial and maintenance staff keep the campus clean, with the vegetation maintained, the grounds free of trash, and the site graffiti free. There is also a work order process 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. In December 2015, the principal and custodian conducted a Williams Act Inspection of the school campus. We are very proud to report that our facilities received an "exemplary" rating with an overall rating of 99% +. During the July of 2014, the school was repainted resulting in making the school look beautiful.

In 2014-15 both the transitional kindergarten and kindergarten rooms (1 and 2) were both re-carpeted and tiled. In addition the office, including the adjacent bathrooms, health office and counseling offices were re-carpeted and tiled, as well as having the floor underneath sealed to eliminate any moisture from below.

In 2015-16, the cafeteria/gym floor was replaced and sealed underneath to eliminate any moisture from below. The roof above the kitchen was repaired to prevent leaks from heavy rains.

In 2016-17, The computer lab will also be re-carpeted/re-tiled and the floor sealed to eliminate moisture.

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The drinking fountain outside of the cafeteria is in the process of being repaired, so as not to leak.
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Exemplary
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Last updated: 1/23/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	35.0%	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	21.0%	24.0%	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	48	98.0%	27.1%
Male	22	21	95.5%	33.3%
Female	27	27	100.0%	22.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	9.1%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.7%	26.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	40	100.0%	35.0%
Male	19	19	100.0%	42.1%
Female	21	21	100.0%	28.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.0%	32.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	42.9%
Male	23	22	95.7%	47.6%
Female	28	28	100.0%	39.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	33.3%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.5%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	38.6%
English Learners	11	10	90.9%	20.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	48	98.0%	27.1%
Male	22	21	95.5%	38.1%
Female	27	27	100.0%	18.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	9.1%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.7%	26.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	40	97.6%	35.0%
Male	20	19	95.0%	52.6%
Female	21	21	100.0%	19.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.7%	63.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.1%	29.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	10.4%
Male	23	22	95.7%	22.7%
Female	28	28	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	9.1%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.5%	4.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	11.6%
English Learners	11	10	90.9%	11.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	39.0%	10.0%	18.0%	48.0%	46.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	51	50	98.0%	18.0%
Male	23	22	95.7%	27.3%
Female	28	28	100.0%	10.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	8.3%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	22	21	95.5%	19.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	17.8%
English Learners	11	10	90.9%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/9/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.0%	10.0%	10.0%

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.

Last updated: 1/9/2017

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 2016-17)

At Plumas Avenue, we have an active School Site Council (SSC) and Parent Teacher Organization (PTO). The SSC works hard to evaluate the School Plan and categorical programs making sure they meet the needs of our students, while our PTO conducts numerous fundraisers and celebrations for our students and staff. We also encourage and welcome parent volunteers, and on the last day of school we hold a BBQ to honor our regular classroom volunteers (those who spend more than 10 hours in a school year). In addition, we hold weekly school assemblies to build a positive school culture and to celebrate student success. Each week we focus on a school routine/behavior to provide consistency throughout our school. Students are also recognized for outstanding character traits. In addition, we hold assemblies to recognize the academic achievements of our students, and we encourage family presence at these celebrations. Throughout the school year, we hold several parent and family nights to encourage parent support on academics (reading/math), computer skills and cooking/budgetting (through U.C. Extension). We also have family fun nights such as Movie Night, Lego Activities, and more. . Our newsletter is printed in both English and Hmong, our primary second language. We hold four English Learner Advisory Council Meetings each year and actively seek input from our EL community on issues with which our SSC is charged.

State Priority: Pupil Engagement

Last updated: 1/23/2017

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

- High school dropout rates; and
- High school graduation rates

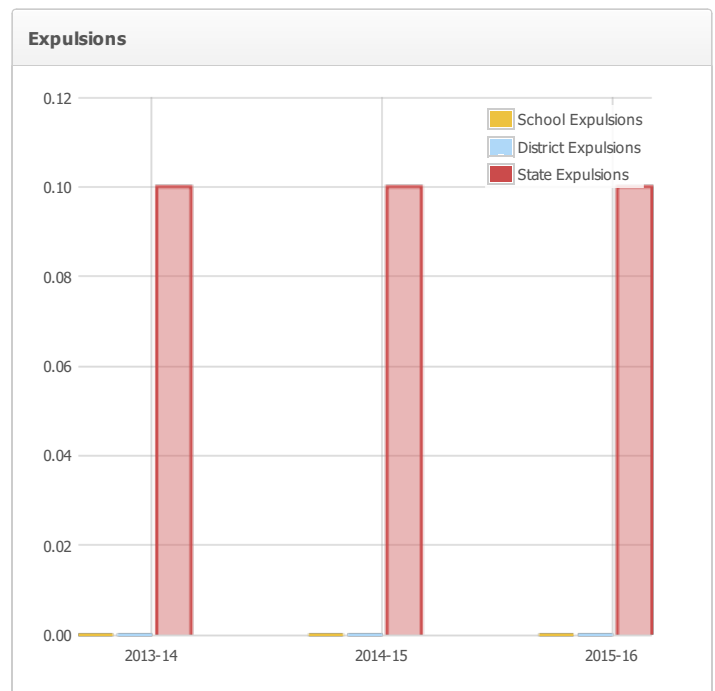
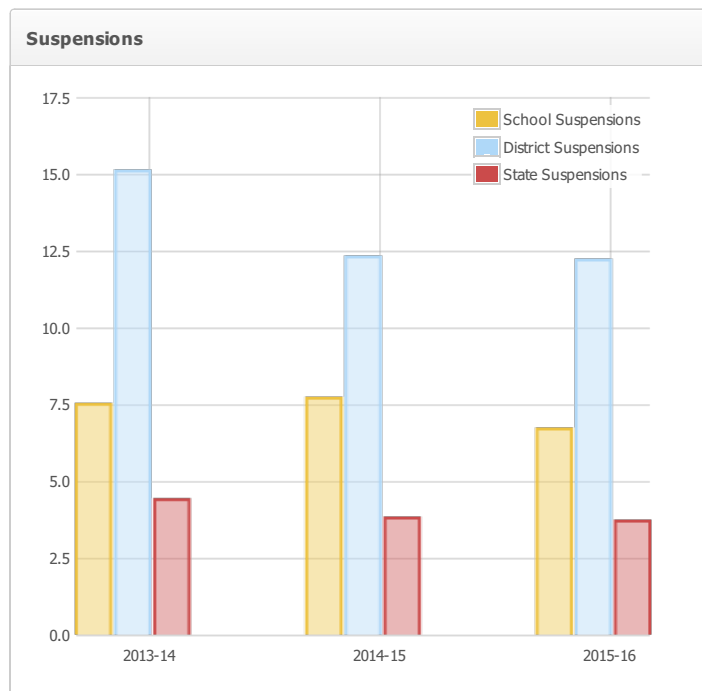
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.5	7.7	6.7	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

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.

At the Plumas Avenue Site, our number 1 focus is safety. All visitors to campus are required to check in at the office where they receive a bright, yellow sticker identifying that they have been to the office. The pick up procedure at the end of the day has also been modified, so that all who are picking up students must wait at the front of the school until the dismissal bell, rather than walking about. Staff members are also posted at various places on campus (the front and back of the school, the playgrounds and hallways) to further insure student safety, both before and after school.

Last updated: 1/23/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	2	0	27.0	0	3	0	21.0	1	2	
1	26.0	0	1	0	22.0	0	2	0	22.0		2	
2	24.0	0	2	0	23.0	0	2	0	19.0	2		
3	24.0	0	2	0	27.0	0	1	0	19.0	2		
4	28.0	0	1	0	25.0	0	1	0	28.0		2	
5	28.0	0	2	0	30.0	0	2	0	29.0		2	
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/20/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0.5
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7118.0	\$1081.0	\$6037.0	\$79729.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

Plumas 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 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):

- TSAP – (Thermalito Student Assistance Program - based on the Masonic Student Assistance Program, an approach to identifying, assessing and developing interventions for students having difficulty academically and/or behaviorally); this team meets either before or after school and is made up of the principal, classroom teacher, reading and/or EL teacher, and parents. Meetings are held on an "as needed" basis.
- 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. Last year we shifted to the Web based version called Renaissance Place and provided training for the staff.
- 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 CELDT 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 Houghton Mifflin 60 Intervention Program is available for EL students and is a core program utilized by the general education classroom teachers as a support for the 30 min/day of designated English Language Development instruction.
- * iReady on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math.
- *After school intervention programs, 2-4 times per week, are also offered by certificated personnel to support students who are struggling academically.
- * We also have part-time paraeducators in all K-1 classrooms, a Library Clerk and Computer Lab Tech.

Last updated: 1/6/2017

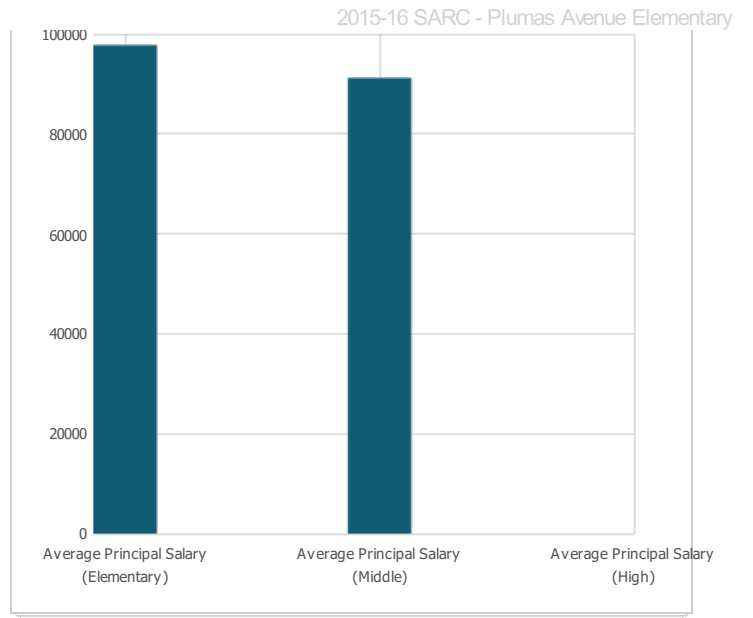
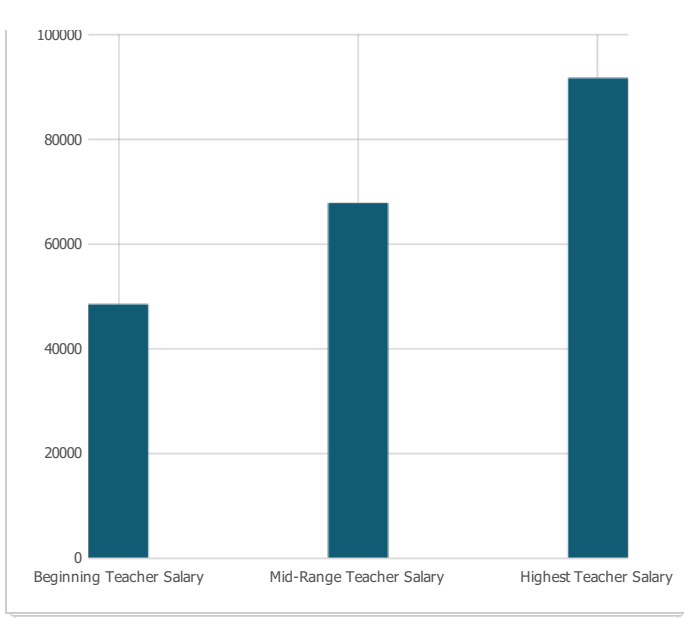
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/24/2017

Professional Development

Thermalito Union School District provides several days per year of staff development. District and site based professional development have been focused on supporting teachers to implement the newly adopted math curriculum, to learn about and pilot potential new Language Arts/English Language Development curriculum California Common Core State Standards, and to improve instructional practices to better support ALL students. The focus on learning the new curriculum was chosen, so that teachers can implement the new programs to their fullest and with fidelity.

For 2014-15 the specific focus was on writing, an area where teachers wanted additional support, and an area, based on test scores, where our students need additional support to meet the standards. Consultants from the Northern California Writing Project supported teachers to integrate writing throughout the curriculum. Ongoing professional development opportunities continue to provide teachers with a variety of support in areas such as STEM, SBAC implementation, early literacy (i.e. Zoophonics, SIPPS), classroom management (including Toolbox for Learning), technology (i.e. CUE conferences, district workshops). Teachers are also encouraged to utilize release day opportunities throughout the year for grade level collaboration to do such things as creating and analyzing formative assessments, developing lessons, and observing others. In addition, teachers are given opportunities to attend a variety of Butte County Office of Education professional development classes and seminars and to attend other professional development workshops in a variety of areas to support them in best teaching practices. Teachers are further supported by teacher-principal meetings and constructive observations and follow-ups with supportive feedback.

Last updated: 1/24/2017

Poplar Avenue Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.

William (Bill) Harrington, Principal

Principal, Poplar Avenue Elementary

About Our School

My name is Bill Harrington and I am very happy to introduce myself to you as the principal of Poplar Avenue. The School Accountability Report Card (SARC) is designed to provide relevant information on our school regarding our school mission and vision, staffing, the condition of school facilities, student achievement data, and other information. But to truly get to know our school, you need to read between the lines to see the people and policies that make Poplar extraordinary.

At Poplar Avenue we believe that great schools are the results of great people, so one of our primary objectives is to ensure that every student continues to receive high-quality instruction from every teacher at Poplar Avenue. We also believe that affective education is necessary for effective student learning, so together the entire staff at Poplar Avenue is working to create a culture and atmosphere where students and adults alike are excited to learn, grow, and share their knowledge. Ultimately, our belief is that the key to education is developing relationships, which is one of the most important aspects of our work here at Poplar Avenue. Faculty and staff work together to get to know all stakeholders - parents, students, colleagues, and community members- in real and meaningful ways, in order to make our combined efforts more effective.

I am proud of our school, and I can speak for the entire school community when I say we welcome your input and ideas. Please don't hesitate to come by the office for a visit, or simply contact me if you have any questions or concerns. Together, we can make Poplar Avenue Elementary a rich, engaging haven for our students.

Contact

Poplar Avenue Elementary
2075 Poplar Ave.
Oroville, CA 95965-3046

Phone: 530-538-2910
E-mail: bharrington@thermalito.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Contact Information (School Year 2016-17)	
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, Principal
E-mail Address	bharrington@thermalito.org
County-District-School (CDS) Code	04615496003362

Last updated: 1/10/2017

School Description and Mission Statement (School Year 2016-17)

Poplar Avenue School's Mission Statement:

We commit to teach, inspire, and support learners of all abilities. We will provide community members with:

- a positive, secure, and supportive learning environment.
- acquired skills and attitudes that foster an enjoyment of learning.
- a respect for one another.
- strategies to become responsible and productive citizens.

Our Goals are to:

- Improve ALL students' academic achievement in school.
- Provide a rigorous, academically challenging curriculum.
- Provide developmentally appropriate learning experiences.
- Support ALL students' social, emotional and physical well-being.
- Increase students' critical thinking skills and self-confidence using a variety of teaching strategies including the use of technology.
- Cultivate an understanding of, and respect for, cultural diversity among staff and students. Improve and strengthen parent and community support for, and involvement with, the school.

Our School Profile:

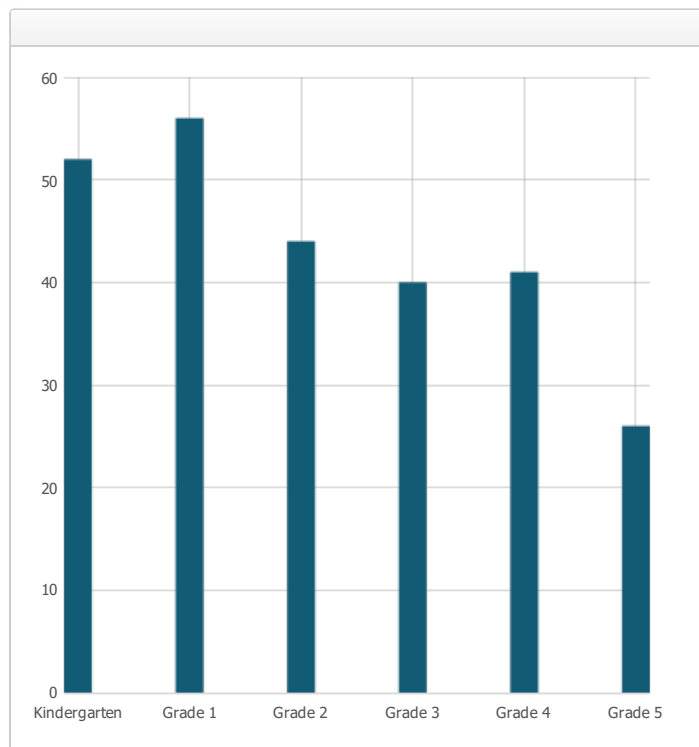
Poplar Avenue Elementary School is located in the Thermalito Union School District near the town of Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The school is one of three K-5 schools in the district and currently serves approximately 270 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

Union School 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.

Last updated: 1/21/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	52
Grade 1	56
Grade 2	44
Grade 3	40
Grade 4	41
Grade 5	26
Total Enrollment	259



Last updated: 1/10/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	2.7 %
Asian	33.2 %
Filipino	0.0 %
Hispanic or Latino	10.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	41.3 %
Two or More Races	10.4 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.6 %
English Learners	28.2 %
Students with Disabilities	11.6 %
Foster Youth	1.5 %

Last updated: 1/10/2017

A. Conditions of Learning

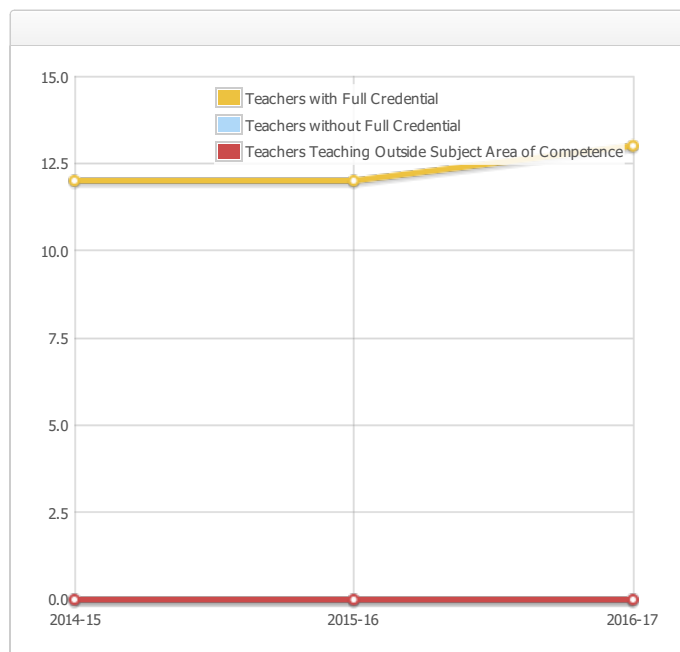
State Priority: Basic

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

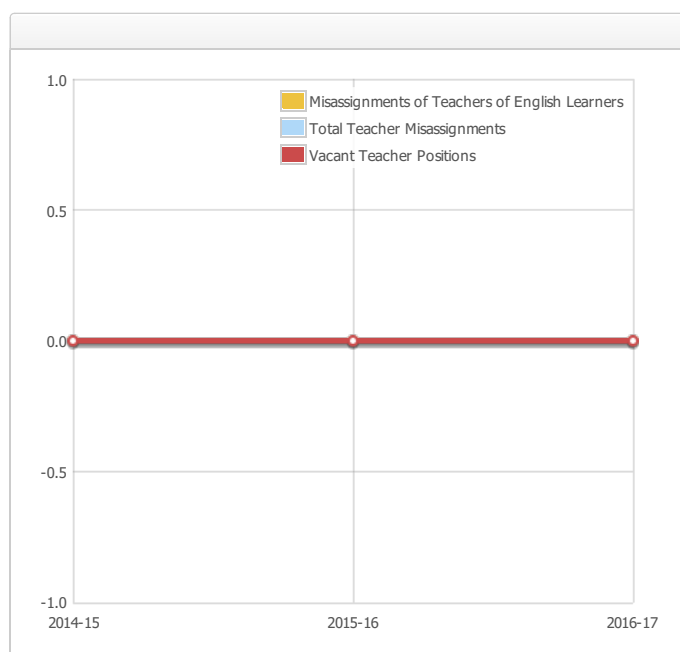
Teachers	School			District
	2014-15	2015-16	2016-17	
With Full Credential	12	12	13	75
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/6/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 Houghton Mifflin reading curriculum program is our most current adoption. The textbooks and supplemental materials are in good condition; and there are textbooks available for all students. Teachers are using Ready Common Core, iReady, and Being a Writer to supplement the core reading instructional program.	No	0.0 %
Mathematics	This year, the Thermalito Union School District adopted the Math Expressions, Houghton Mifflin Harcourt curriculum for grades TK through 5th grade. The curriculum is in great condition and is available to all students.	Yes	0.0 %
Science	We are currently using the 2005 edition of the Pearson Scott-Foresman Science curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Houghton-Mifflin Social Studies curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2017

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 repair 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 August 2016, the Butte County Office of Education conducted a Williams Act Inspection of the school campus. We are very proud to report that our facilities received an "exemplary" rating.

Last updated: 1/21/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Asphalt has some potential trip hazards.

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary
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Last updated: 1/21/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	20.0%	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	15.0%	28.0%	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/9/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	11.8%
Male	19	19	100.0%	10.5%
Female	15	15	100.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	9.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	22.7%
Male	20	20	100.0%	25.0%
Female	24	24	100.0%	20.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	28.6%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	19.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	18.4%
English Learners	12	12	100.0%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	28.0%
Male	13	13	100.0%	30.8%
Female	12	12	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	30.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	34	100.0%	26.5%
Male	19	19	100.0%	26.3%
Female	15	15	100.0%	26.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	13.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	25.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	31.8%
Male	20	20	100.0%	35.0%
Female	24	24	100.0%	29.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	35.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	29.0%
English Learners	12	12	100.0%	25.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	24.0%
Male	13	13	100.0%	15.4%
Female	12	12	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	18.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	26.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	44.0%	31.0%	28.0%	48.0%	46.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	26	25	96.2%	28.0%
Male	14	13	92.9%	23.1%
Female	12	12	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	11	11	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.8%	26.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/9/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.0%	28.0%	20.0%

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.

Last updated: 1/9/2017

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 2016-17)

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 fund raisers, and beautification days. Poplar notifies parents of meetings and events with written invitations, personal phone calls, recorded phone calls (using Black Board connect), 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 used book exchange give parents opportunities to share the joy of reading in a relaxed atmosphere at school.

State Priority: Pupil Engagement

Last updated: 1/21/2017

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

- High school dropout rates; and
- High school graduation rates

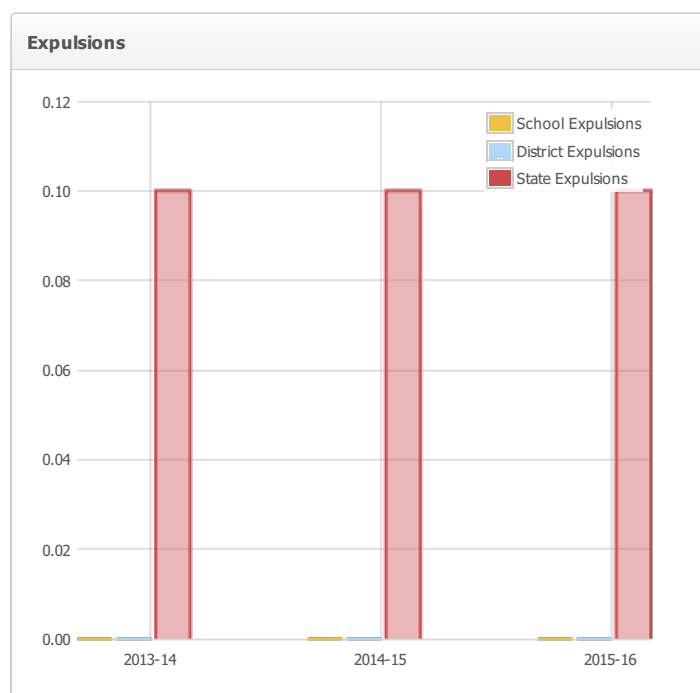
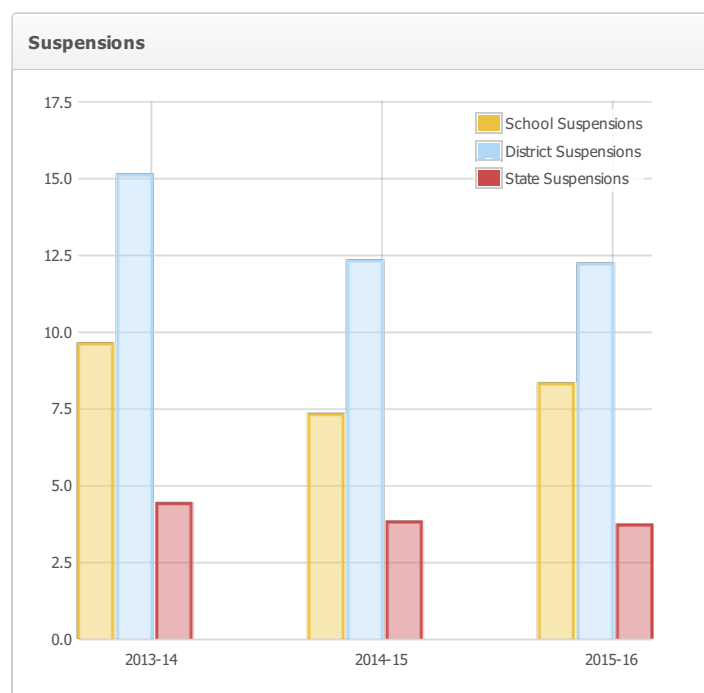
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.6	7.3	8.3	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/24/2017

School Safety Plan (School Year 2016-17)

There is a Thermalito District-wide Comprehensive School Safety Plan 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 special treats after lunch, class rewards, and "Pizza with the Principal".

Poplar Avenue also focuses on monthly character traits to teach students to be respectful, responsible, and safe. We teach, encourage and highlight students who demonstrate respect, responsibility, integrity, teamwork, caring, focus, effort, and perseverance.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	2	0	20.0	1	2	0	22.0		2	
1	24.0	0	1	0	23.0	0	2	0	20.0	2		
2	25.0	0	2	0	25.0	0	1	0	20.0	2		
3	19.0	1	0	0	25.0	0	2	0	22.0		2	
4	30.0	0	1	0	22.0	0	1	0	22.0		2	
5	34.0	0	0	1	31.0	0	1	0	24.0		1	
6	0.0	0	0	0	0.0	0	0	0				
Other	13.0	1	0	0	0.0	0	0	0				

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

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7071.0	\$1611.0	\$5460.0	\$79758.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

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):

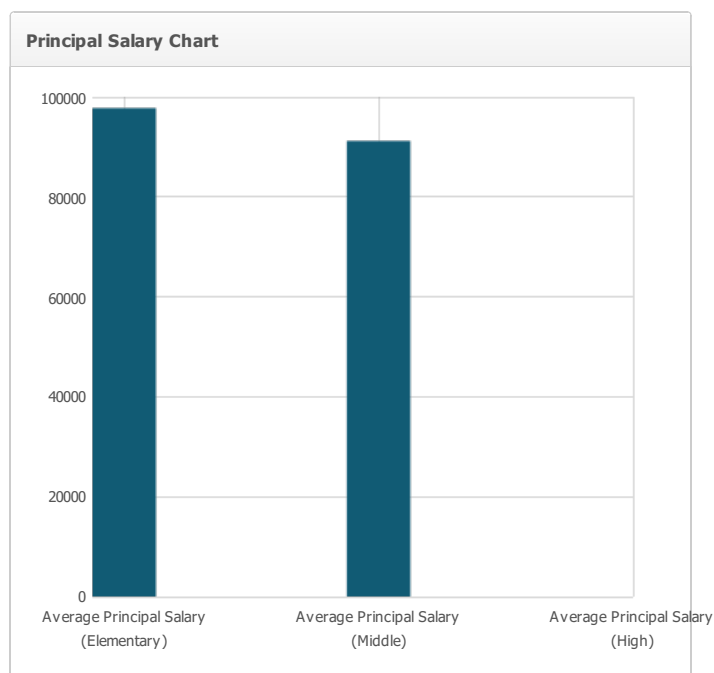
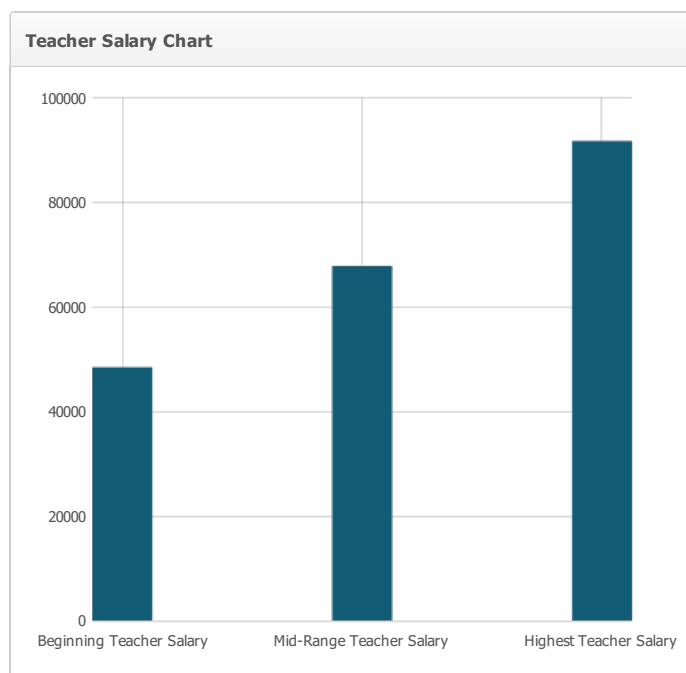
- Based on performance data in reading/language arts and math, our Reading intervention teacher (along with classroom teachers) selects students for targeted intervention groups that meet daily for focused instruction. These groups are flexible, and change periodically according to assessment data and 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 CELDT 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 Houghton Mifflin 60 Intervention Program is available for EL students and is a core program utilized by the general education classroom teachers as a support for the 30 min/day of designated English Language Development instruction.
- iReady on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math.
- Before and After school intervention programs, 2-4 times per week, are also offered by certificated personnel to support students who are struggling academically.
- Poplar also has several part-time support positions, including Para educators in all K-1 classrooms, a Library Clerk and Computer Lab Tech.

Last updated: 1/21/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/24/2017

Professional Development

Over the past several years, Poplar Avenue Elementary School has provided opportunities for staff to participate in a variety of professional development activities focused on improving instruction to all students. These opportunities include instruction in Thinking Maps, SIPPS phonics program, Common Core-Aligned Instructional Strategies, Nurtured Heart, i-Ready, and Being a Writer. Currently, our school site is in the process of refining our Mission and Vision statements to better tailor our professional development opportunities to our present and future needs.

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. Opportunities for peer support is 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. Most recently, all district staff attended Brain-Based Learning at the beginning of the school year.

Last updated: 1/21/2017

Heritage Community Day

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/>.
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- 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](#) 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 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Contact Information (School Year 2016-17)	
School Name	Heritage Community Day
Street	2080 Sixth St.
City, State, Zip	Oroville, Ca, 95965-3251
Phone Number	530-538-2940
Principal	Mrs. Susan Bowman, Principal
E-mail Address	sbowman@thermalito.org
Web Site	www.thermalito.org
County-District-School (CDS) Code	04615496121016

Last updated: 1/10/2017

School Description and Mission Statement (School Year 2016-17)

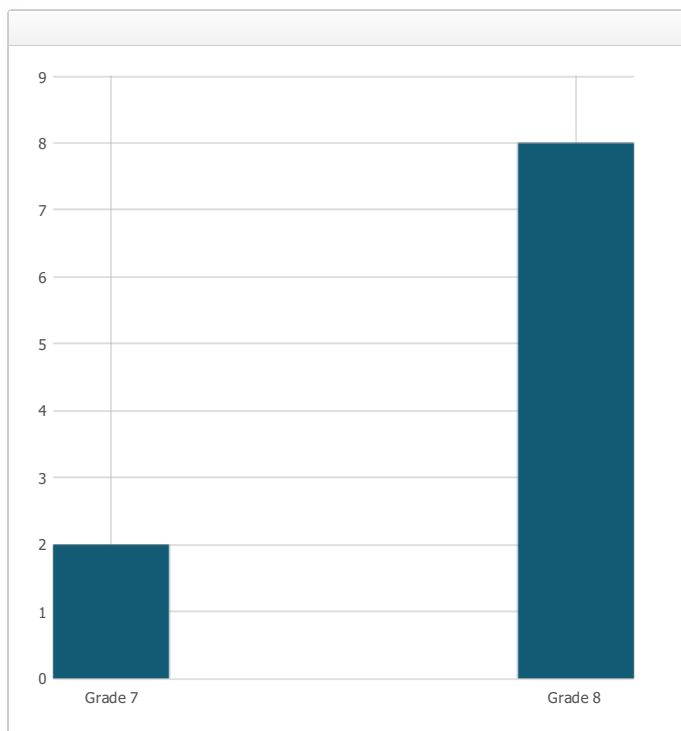
Our vision for Heritage Community Day School is for all students to develop a strong foundation in academics and to develop socialization skills enabling them to be successful in the school community, the community at large and the work force. We focus on a respectful and safe learning environment. We strive to promote students that will become productive, employed and socially responsible, self-motivated citizens. Our daily mission at Heritage CDS is to prepare our students, academically and socially, for success in their next educational setting whether that is the comprehensive middle school or high school.

School Description – Our attendance fluctuates to meet the needs of the comprehensive school sites in our district and to honor agreements with our neighboring school districts. There are typically between 10-15 students in grades 6, 7 and 8 and they come from a variety of ethnic and cultural backgrounds. The faculty and support staff are progressive minded, implementing innovative ideas and proven methods with students. It is a pleasure to serve the families in our community.

Last updated: 1/10/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	2
Grade 8	8
Total Enrollment	10

*Last updated: 1/10/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	10.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	90.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.0 %
English Learners	0.0 %
Students with Disabilities	20.0 %
Foster Youth	0.0 %

Last updated: 1/10/2017

A. Conditions of Learning

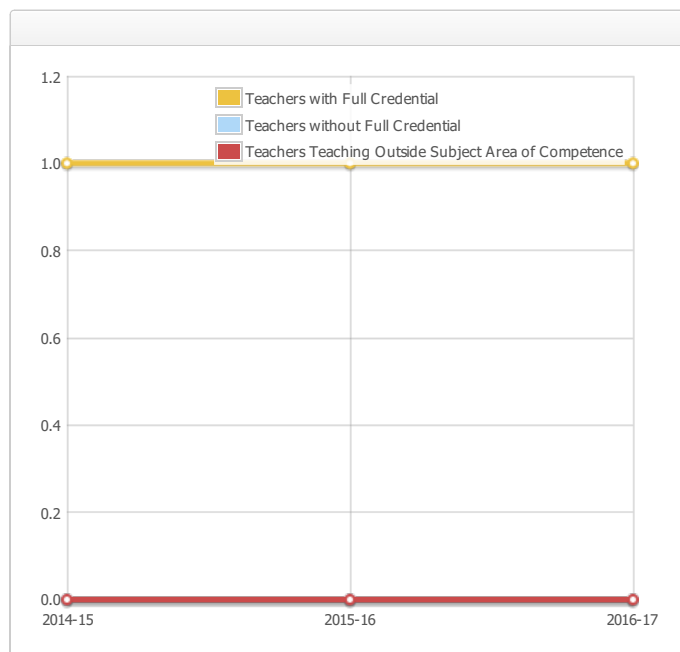
State Priority: Basic

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

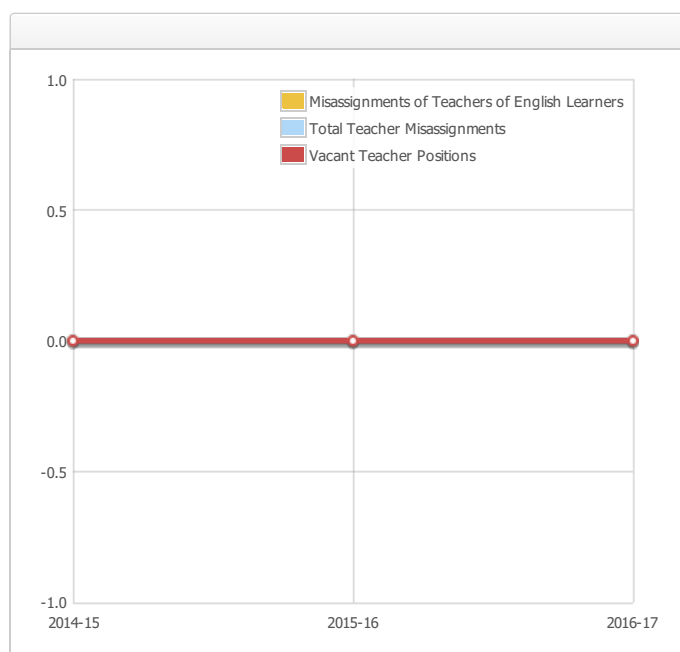
Teachers	School			District
	2014-15	2015-16	2016-17	
With Full Credential	1	1	1	75
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/10/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 McDougal Littell reading curriculum program is our most current adoption. The textbooks are in good condition; and there are textbooks available for all students.	No	0.0 %
Mathematics	Thermalito Union School District adopted the 2015 College Preparatory Mathematics (CPM) curriculum for grades 6th through 8th. The curriculum is in great condition and is available to all students.	Yes	0.0 %
Science	We are currently using the 2007 edition of the Prentice-Hall curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2006 edition of the McDougal Littell curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/10/2017

School Facility Conditions and Planned Improvements

Our Community Day School is a newer facility that is inspected and maintained annually. The facility is in good repair with no need for improvements.

Last updated: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Exemplary
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Last updated: 1/24/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	9.0%	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	0.0%	0.0%	46.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/9/2017

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

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 2016-17)

Because we are such a small school, the classroom aide, the teacher, the counselor and the principal are able to interact with families on a daily basis. There are several opportunities that exist for interested parents/guardians to become involved in our school. Parents are solicited each year with inquiries as to how they and other family members might like to be involved.

Parents are invited to serve on our School Site Council, and we solicit involvement for annual revision of the Single Plan for Student Achievement, our Parent Involvement Policy and our Family-School Compact. Parents also attend Back to School Night, Open House and Parent Conferences.

State Priority: Pupil Engagement

Last updated: 1/10/2017

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

- High school dropout rates; and
- High school graduation rates

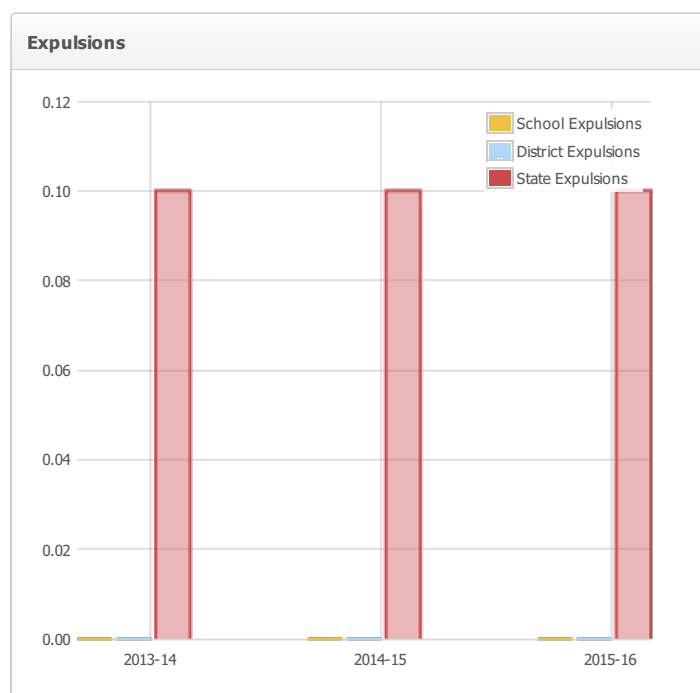
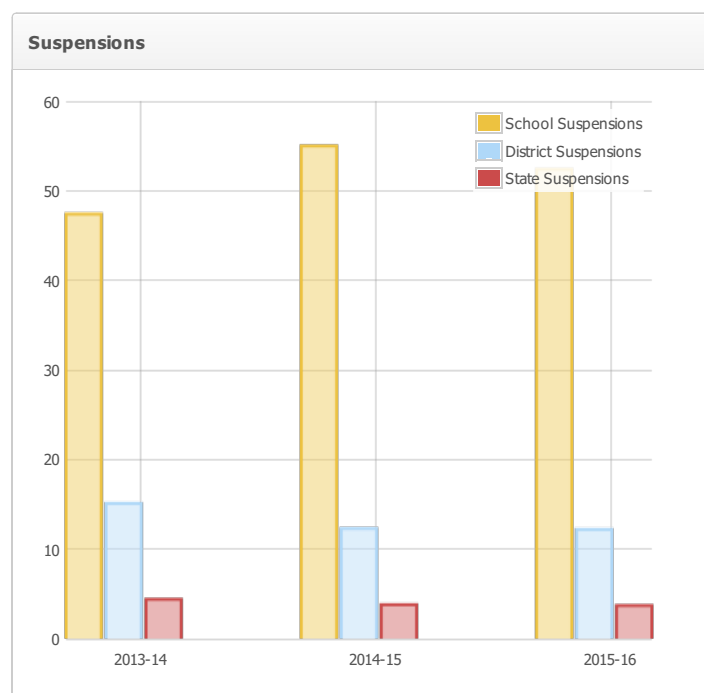
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	47.4	55.0	52.4	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

Heritage Community Day School takes a serious position when it comes to school safety. The school safety plan was developed with input from teachers, staff, and parents with a goal of making the school safer for our students and community. The plan provides a comprehensive plan on various safety issues that affect the school.

The plan addresses the dress code, certain policies pertaining to harassment, emergencies, and safe egress on and off the campus. Survey data is gathered to assist in the action plan of the safety plan to ensure we are meeting the needs targeted for our school. It is reviewed annually with changes made toward improvement via teachers, students, and the School Site Council. The completed plan is sent to the board of trustees for approval every year. The plan is available at the site and can be checked out to any parent wishing to review it or provide input. Our goal is to ensure that our school is a safe place for students to develop academically and socially.

The Thermalito Union Elementary School District 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 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.

Last updated: 1/10/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16		
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size
		1-20	21-32	33+		1-20	21-32	33+	
K	20.0	1	2		27.0				
1	25.0		3		20.0				
2	25.0		3		25.0				
3	25.0		3		26.0				
4	25.0		2		25.0				
5	24.0	1	3		25.0				
6									
Other									13.0

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

Last updated: 1/20/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Heritage Community Day School has 0.06 Counselor (Social/Behavioral or Career Development) FTE (Not the listed 0.1)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/20/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12279.0	\$60.0	\$12219.0	\$66348.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

We have programs in place to support our students in order for them to be successful (funded by LCFF):

* iReady on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math.

- 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. Last year we shifted to the Web based version called Renaissance Place and provided training for the staff.

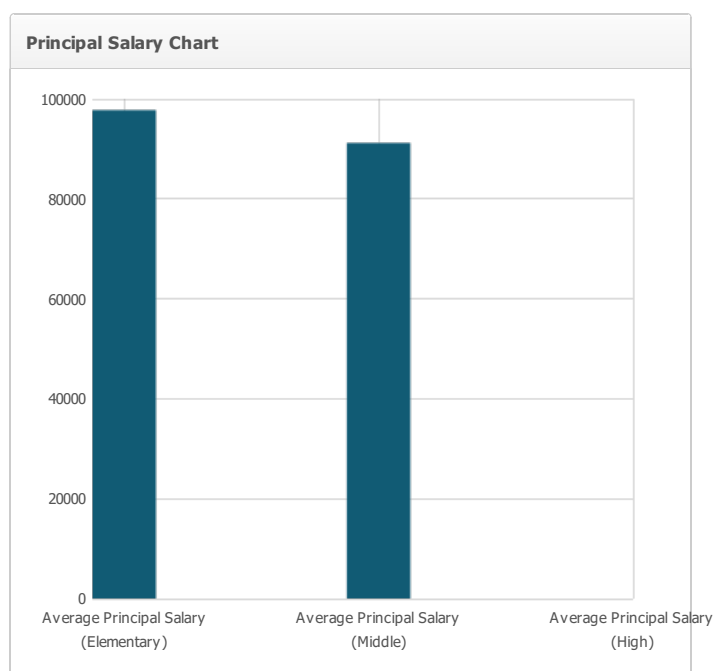
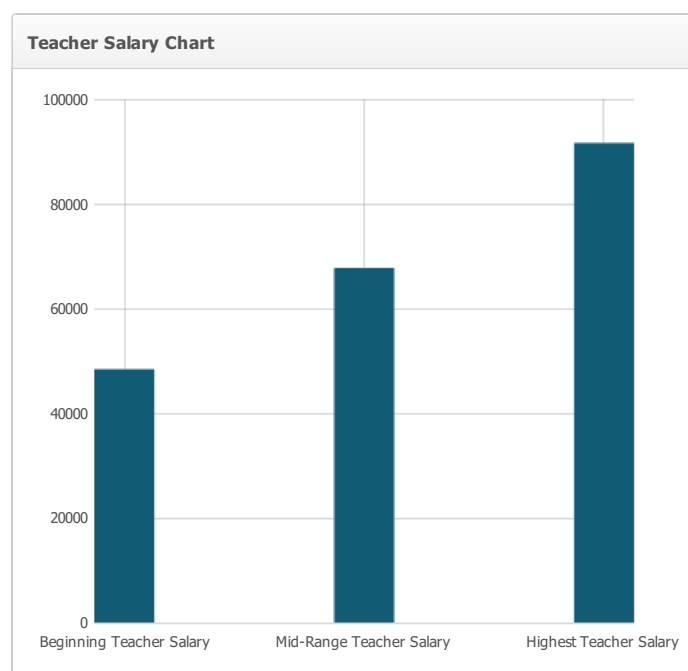
- The Houghton Mifflin 60 Intervention Program is available for EL students and is a core program utilized by the general education classroom teachers as a support for the 30 min/day of designated English Language Development instruction.

Last updated: 1/6/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/24/2017

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the recent three-year period.

Heritage CDS teachers are afforded professional development opportunities similar to those offered to general education teachers in the Thermalito Union Elementary School District. In the last three years, teachers participated in Accelerated Reading, Thinking Maps, Nurtured Heart, Brain-based Research, English Language Development (ELD) and New State Stanards trainings in English Language Arts and Math. There was also training in CPI and a seminar regarding ODD.

Once a week, collaboration time with colleagues at the comprehensive school sites is also made available.

Last updated: 1/10/2017

Pioneer Community Day

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Thermalito Union	School Name	Pioneer Community Day
Phone Number	(530) 538-2900	Street	2060 Sixth St.
Superintendent	Gregory Blake	City, State, Zip	Oroville, Ca, 95965-3251
E-mail Address	gblake@thermalito.org	Phone Number	530-538-2940
Web Site	www.thermalito.org	Principal	Mrs. Susan Bowman, Principal
		E-mail Address	sbowman@thermalito.org
		Web Site	www.thermalito.org
		County-District-School (CDS) Code	04615490101485

Last updated: 1/10/2017

School Description and Mission Statement (School Year 2016-17)

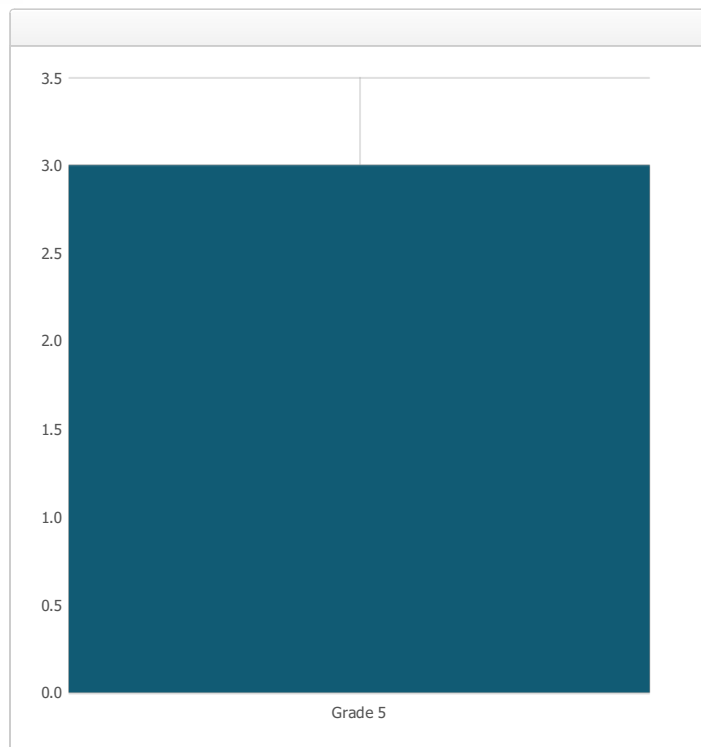
Our vision for Pioneer Community Day School is for all students to develop a strong foundation in academics and to develop socialization skills enabling them to be successful in the school community, the community at large and the future work force. We focus on a respectful and safe learning environment. We strive to promote students that will become productive, employed and socially responsible, self-motivated citizens. Our daily mission at Pioneer CDS is to prepare our students, academically and socially, for success in their next educational setting whether that is the comprehensive elementary school or middle school.

School Description – Our attendance fluctuates to meet the needs of the comprehensive school sites in our district and to honor agreements with our neighboring school districts. There are typically a total of ten students in grades 2, 3, 4 and 5 who come from a variety of ethnic and cultural backgrounds. The faculty and support staff are progressive minded, implementing innovative ideas and proven methods with students. It is a pleasure to serve the families in our community.

Last updated: 1/10/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 5	3
Total Enrollment	3



Last updated: 1/10/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	33.3 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.7 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.7 %
English Learners	0.0 %
Students with Disabilities	33.3 %
Foster Youth	0.0 %

Last updated: 1/10/2017

A. Conditions of Learning

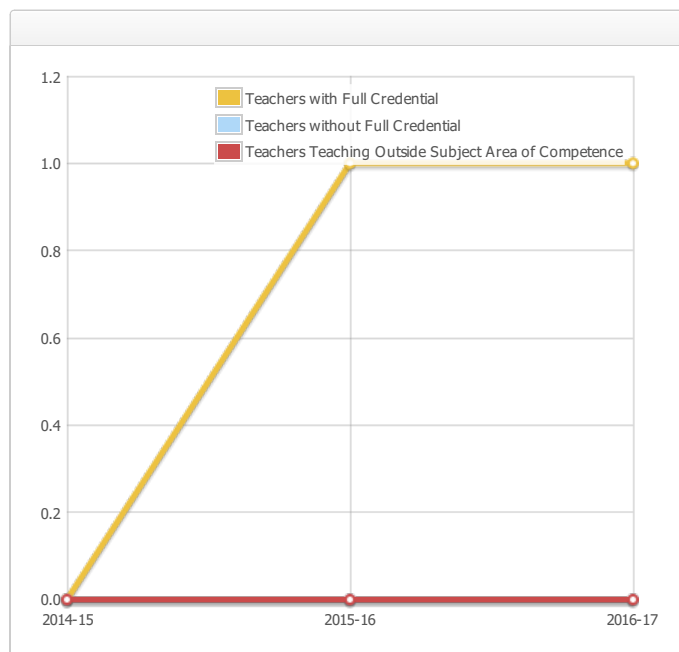
State Priority: Basic

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

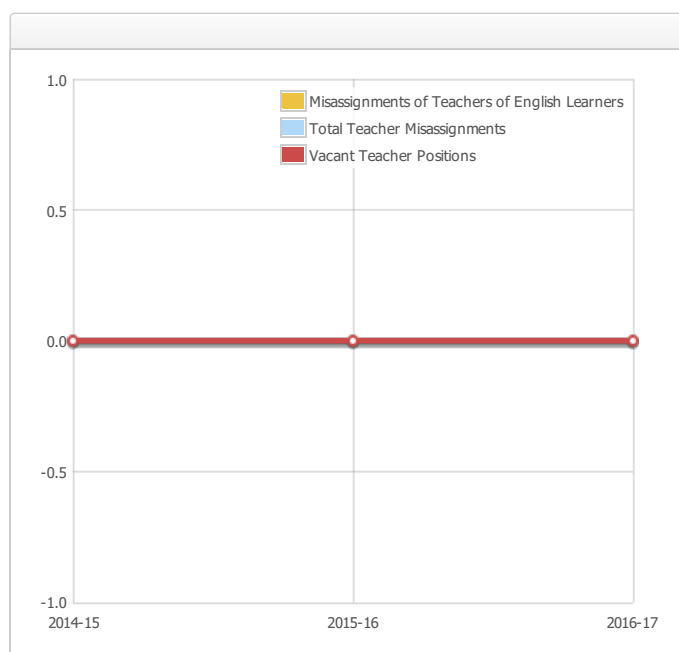
Teachers	School				District
	2014-15	2015-16	2016-17	2016-17	
With Full Credential	0	1	1	75	
Without Full Credential	0	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0	



Last updated: 1/6/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The 2002 Houghton Mifflin reading curriculum program is our most current adoption. The textbooks and supplemental materials are in good condition; and there are textbooks available for all students. Teachers are using Ready Common Core, i-Ready, and Being a Writer to supplement the core reading instructional program.	No	0.0 %
Mathematics	This year, the Thermalito Union School District adopted the Math Expressions, Houghton Mifflin Harcourt curriculum, for grades TK through 5th grade. The curriculum is in great condition and is available to all students.	Yes	0.0 %
Science	We are currently using the 2005 edition of the Pearson Scott-Foresman Science curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Houghton-Mifflin Social Studies curriculum. The materials are in excellent condition; and there are enough textbooks for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2017

School Facility Conditions and Planned Improvements

Our Community Day School is a newer facility that is inspected and maintained annually. The facility is in good repair with no need for improvements.

Last updated: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Exemplary
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Last updated: 1/24/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	20.0%	27.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	--	--	16.0%	20.0%	34.0%	36.0%

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.

Last updated: 1/9/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	0.0%	--	48.0%	0.0%	42.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/9/2017

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

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 2016-17)

Because we are such a small school, the classroom aide, the teacher, the counselor and the principal are able to interact with families on a daily basis. There are several opportunities that exist for interested parents/guardians to become involved in our school. Parents are solicited each year with inquiries as to how they and other family members might like to be involved.

Parents are invited to serve on our School Site Council, and we solicit their assistance with revision of the Single Plan for Student Achievement, our Parent Involvement Policy and our Family-School Compact. Parents also attend Back to School Night, Open House and Parent Conferences.

State Priority: Pupil Engagement

Last updated: 1/10/2017

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

- High school dropout rates; and
- High school graduation rates

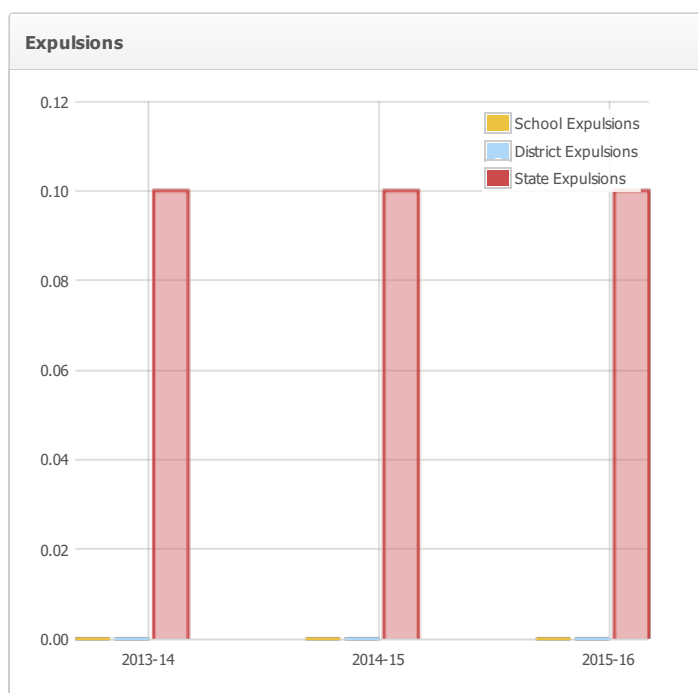
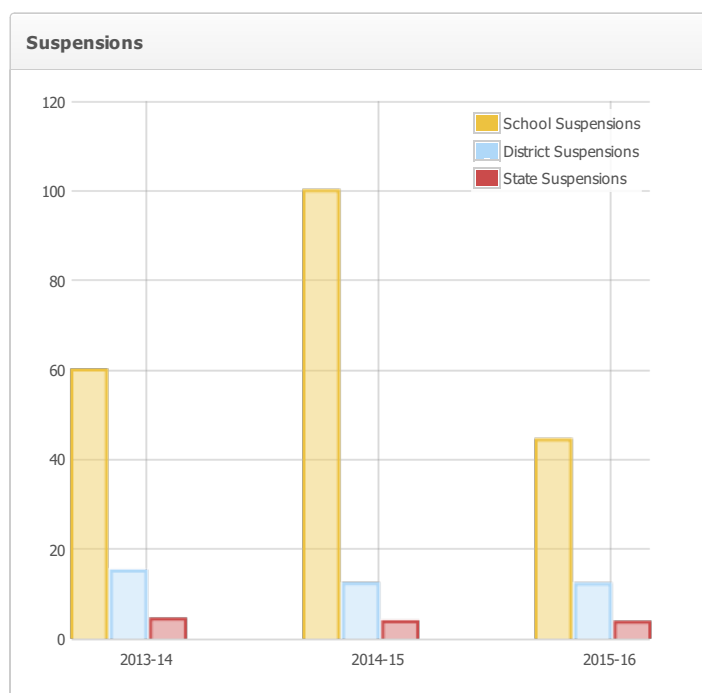
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	60.0	100.0	44.4	15.1	12.3	12.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

Pioneer Community Day School takes a serious position when it comes to school safety. The school safety plan was developed with input from teachers, staff, and parents with a goal of making the school safer for our students and community. The plan provides a comprehensive plan on various safety issues that affect the school.

The plan addresses the dress code, certain policies pertaining to harassment, emergencies, and safe egress on and off the campus. Survey data is gathered to assist in the action plan of the safety plan to ensure we are meeting the needs targeted for our school. It is reviewed annually with changes made toward improvement via teachers, students, and the School Site Council. The completed plan is sent to the board of trustees for approval every year. The plan is available at the site and can be checked out to any parent wishing to review it or provide input. Our goal is to ensure that our school is a safe place for students to develop academically and socially.

The Thermalito Union Elementary School District 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 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.

Last updated: 1/10/2017

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/10/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	2	0	27.0	0	3	0				
1	25.0	0	3	0	20.0	0	1	0				
2	25.0	0	3	0	25.0	0	3	0				
3	25.0	0	3	0	26.0	0	3	0				
4	25.0	0	2	0	25.0	0	3	0				
5	24.0	1	3	0	25.0	0	2	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	4.0	0	0	0	4.0	1		

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

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/20/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$29055.0	\$173.0	\$28882.0	\$63622.0
District	N/A	N/A	\$0.0	\$74097.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

We have programs in place to support our students in order for them to be successful (funded by LCFF):

* iReady on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math.

- 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. Last year we shifted to the Web based version called Renaissance Place and provided training for the staff.

- The Houghton Mifflin 60 Intervention Program is available for EL students and is a core program utilized by the general education classroom teachers as a support for the 30 min/day of designated English Language Development instruction.

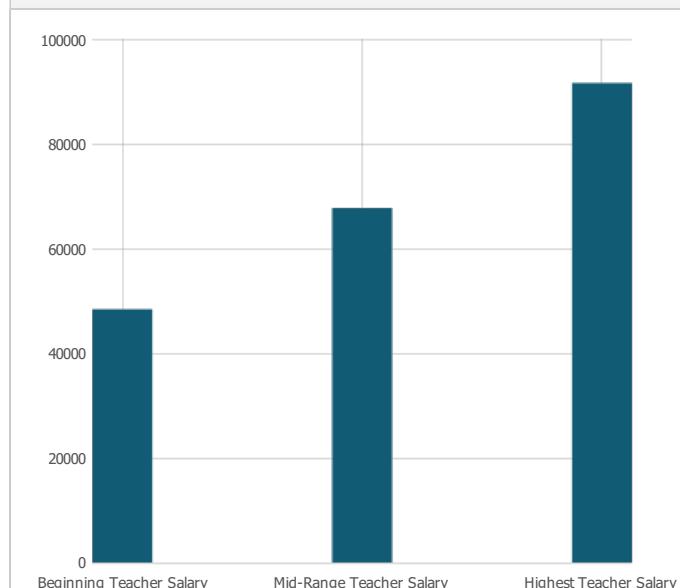
Last updated: 1/6/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

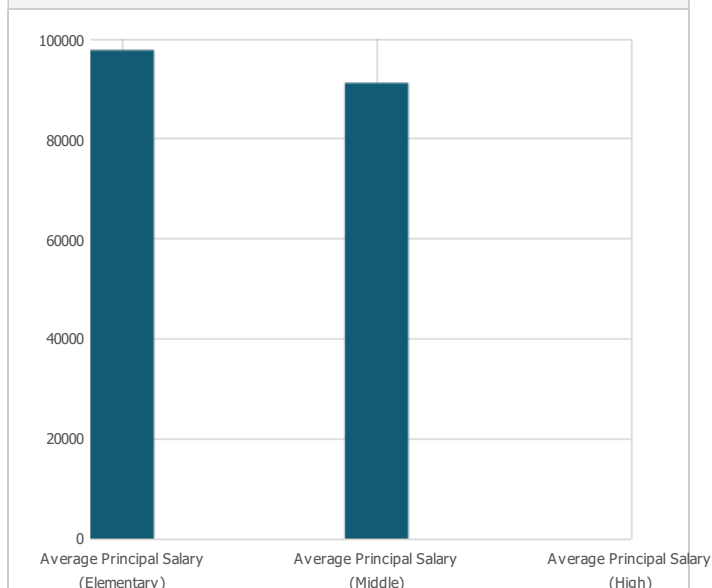
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,383	\$44,507
Mid-Range Teacher Salary	\$67,711	\$68,910
Highest Teacher Salary	\$91,589	\$88,330
Average Principal Salary (Elementary)	\$97,774	\$111,481
Average Principal Salary (Middle)	\$91,202	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$150,248	\$169,821
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/24/2017

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the recent three-year period.

Pioneer CDS teachers are afforded professional development opportunities similar to those offered to general education teachers in the Thermalito Union Elementary School District. In the last three years, teachers participated in Accelerated Reading, Thinking Maps, Nurtured Heart, Brain-based Research, English Language Development (ELD) and New State Stanards trainings in English Language Arts and Math. There was also training in CPI and a seminar regarding ODD.

Once a week, collaboration time with colleagues at the comprehensive school sites is also made available.

Last updated: 1/24/2017



BOARD ACTION ITEM SUMMARY

FROM: Ed Gregorio, Sierra Avenue Elementary Principal

TO: Board of Trustees

Meeting Date: February 2, 2017

Topic: Paraeducator I-Bilingual Request

Description: I am requesting the Board's approval to create a .50 hour short term Paraeducator I (bilingual-Spanish) to provide immediate support for a 3rd grade bilingual student and to hire Jennie Huanosta, current Paraeducator I (bilingual-Spanish), to fill this position. The additional time will be short term, effective January 11, 2017 and end on June 8, 2017.

Fiscal Impact: LCFF - 0101201500

Thermalito Schools.....Moving Forward



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Karen Williams

MEETING DATE: **February 2, 2017**

TOPIC: Hiring of Child Nutrition Assistant- FFVP

DESCRIPTION: The panel interview team consisted of Kelly Gramps, Lisa McDonald, Victoria DeVoll, and Nancy Cabral. We would like to recommend Angelina Franklin for the Child Nutrition Assistant-FFVP position at Plumas Ave. School, hours Monday-Friday, 8:30 a.m. to 11:30 a.m., effective as of January 30, 2017.

FUNDING: 1353100370



BOARD ACTION ITEM SUMMARY

FROM: Ed Gregorio, Sierra Avenue Elementary Principal

TO: Board of Trustees

Meeting Date: February 2, 2017

Topic: Campus Supervisor Increased Hours Request

Description: I am requesting the Board's approval for an additional 15 minutes of campus supervisor time to provide supervision during 4th grade recess at Sierra Avenue School. The increase will go into effect February 6, 2017.

Fiscal Impact: LCFF-0101502830

Greg Blake
Superintendent
Thermalito Union School District

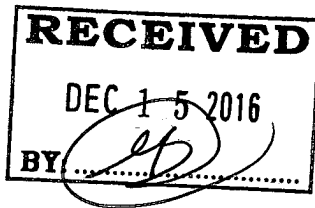
12/15/16

In accordance with section 12.1 and 12.2 (Ed Code 44922, Willie Brown) of the TTA contract, I would like to request a reduction in service to 80% for the 20017/18 school year.

Respectfully,

A handwritten signature in black ink, appearing to read "J Mullen", with a long horizontal flourish extending to the right.

John Mullen



Thermalito Union Elementary School District
Board Resolution #16-17-09
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS

Bylaws of the Board

E 9250

WHEREAS, the Governing Board of the Thermalito Elementary Union School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Gail Shields did not attend the Board meeting(s) on January 19, 2017 for the following reason(s):

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☒ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Thermalito Union Elementary School District approves full compensation of the Board member for the month of January.

PASSED AND ADOPTED THIS 2nd day of February 2017 at a regular meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

Secretary

President