

Plumas Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Plumas Avenue Elementary School
Street	440 Plumas Ave.
City, State, Zip	Oroville, CA 95965-3219
Phone Number	530.538.2930
Principal	Stacie Shatkin
Email Address	ssharkin@thermalito.org
Website	http://www.thermalito.org/
County-District-School (CDS) Code	04615490102327

Entity	Contact Information
District Name	Thermalito Union Elementary School District
Phone Number	530.538.2900
Superintendent	Gregory Blake
Email Address	gblake@thermalito.org
Website	www.thermalito.org

School Description and Mission Statement (School Year 2019-20)

Mission Statement:

The mission at Plumas Avenue School is to insure high levels of learning for all students. We accomplish this by creating a safe and caring community, partnering with families and staff.

School Description:

Plumas Avenue School is a transitional kindergarten through fifth-grade school that lies in a residential neighborhood in northern Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The current enrollment of Plumas for the 2019-20 school year is 343 students, and to serve those students we have 14 regular classroom teachers, a Reading/English Language teacher, a part time Resource Specialist (special education) and a full-time School Counselor. In addition, we have six Para-Professionals assisting in grades TK through 1, one extra-support paraprofessional, a half-time Library Clerk, a part-time Computer Lab Technician (para-educator), a part-time Health Assistant, one full-time Administrative Secretary and one part-time Secretary, a full-time Custodian and a part-time Evening Custodian. We also receive additional services from the District Psychologist, District Speech Teacher, and District Nurse.

In each classroom, grades 2nd-5th, a Chromebook cart is present, and each student has his/her own Chromebook for use (1:1). In each of the transitional kindergarten, kindergarten, and 1st grade classrooms there are 8 Chromebooks for use, in addition to the use of a computer lab with 34 desktop computers. All students and teachers utilize Google Applications for Education, including Google Classroom, Google slides, Google documents and more.

The staff at Plumas Avenue view the students as our ultimate focus of all activities on campus and value each child's uniqueness: academically, socially, and emotionally. We work hard in partnership with families to provide students an outstanding learning experience. Our school is academically oriented, providing all students with the educational programs necessary for them to develop a solid base in reading, math, and written language, through innovative instructional practices incorporating the arts, science and technology. In addition, all staff are utilizing trauma informed practices, and all teachers are incorporating social emotional learning into their classroom curriculum.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	61
Grade 2	46
Grade 3	54
Grade 4	49
Grade 5	40
Total Enrollment	330

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	4.8
Asian	21.2
Filipino	1.5
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.3
White	41.5
Two or More Races	7.3
Socioeconomically Disadvantaged	87
English Learners	15.5
Students with Disabilities	6.4
Foster Youth	0.3
Homeless	1.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	15	15	86
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are currently using the 2017 McGraw-Hill ELA/ELD Wonders curriculum for grades TK-5. The textbooks are in excellent condition, and there are textbooks available for all students.	Yes	0%
Mathematics	We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for grades K-5. The curriculum is in great condition, and there are enough textbooks for all students.	Yes	0%
Science	We are currently using the 2008 edition of the Pearson Scott Foresman curriculum. The materials are in good condition, and there are enough textbooks for all students.	Yes	0%
History-Social Science	We are currently using the 2007 edition of the Harcourt - Reflections curriculum. The materials are in good condition, and there are enough textbooks for all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Plumas Avenue Elementary School was constructed and opened for the 2004-05 school year, and the facility is in very good condition. All Plumas Avenue Elementary staff work diligently to ensure that our campus is clean, safe, and functional. A District-Wide Work Order process has been established to guarantee efficient response time/service and to make sure emergency repairs are given the highest priority by district maintenance staff. The custodial and maintenance staff also keep the campus clean, with the vegetation maintained, the grounds free of trash, and the site graffiti free. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. In November 2019, the principal and custodian conducted a FIT (Facilities Inspection Tool) of the school campus. We are proud to report that our facilities received a "good" rating with an overall rating of 98.9%.

In July of 2014, the school was repainted resulting in clean, like-new, beautiful campus.

In 2014-15 the transitional kindergarten and kindergarten rooms (1 and 2) were both re-carpeted and tiled. Also, the office, adjacent bathrooms, health office, and counseling offices were re-carpeted and tiled, and the floor underneath was 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, and the roof above the kitchen was repaired to prevent leaks from heavy rains.

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

Each year classrooms with aged/worn carpet and linoleum are identified to receive new floor covering.

During the summer of 2019, the final gates were installed, so now the school is sealed off from the front, back and sides, keeping it safe from vandalism when school is not in session.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

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	There are a few areas where the siding outside of the classrooms has begun to deteriorate. A work order has been submitted to inspect and replace the siding, if necessary.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	51	35	34	50	50
Mathematics (grades 3-8 and 11)	30	30	23	20	38	39

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	134	100.00	0.00	50.75
Male	69	69	100.00	0.00	47.83
Female	65	65	100.00	0.00	53.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	56.52
Filipino					
Hispanic or Latino	29	29	100.00	0.00	62.07
Native Hawaiian or Pacific Islander					
White	56	56	100.00	0.00	44.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	112	112	100.00	0.00	46.43
English Learners	18	18	100.00	0.00	50.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	133	99.25	0.75	30.08
Male	69	69	100.00	0.00	36.23
Female	65	64	98.46	1.54	23.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	39.13
Filipino					
Hispanic or Latino	29	29	100.00	0.00	37.93
Native Hawaiian or Pacific Islander					
White	56	56	100.00	0.00	30.36
Two or More Races	14	14	100.00	0.00	21.43
Socioeconomically Disadvantaged	112	111	99.11	0.89	22.52
English Learners	18	18	100.00	0.00	27.78
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.5	8.1	10.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Plumas Avenue school staff considers parental involvement an essential component of our school community. Parents are encouraged to help shape our school site's instructional program and categorical budgets via the School Site Council (SSC) and the English Language Advisory Committee (ELAC). The Plumas Avenue School SSC is an active group active consisting of five elected parents, three teachers, one classified staff member and the principal. A new Parent Booster Organization is being organized in 2019-20 to support the students and staff in a variety of ways, including helping with Dr. Seuss Day, Family Movie Nights, seasonal celebrations/activities and other school-wide events. In addition, the Plumas Safety/School Climate & Culture Committee works with families to gather input on keeping all students and staff safe, as well as making the school a safe and welcoming place and hub of the community. Parents are always encouraged to volunteer in their children's classrooms, to assist with special activities, to help at school-wide events, and to attend special events/activities, such as Books and Breakfast, Parent Paint Nights, Open Computer Lab, weekly school-wide assemblies (focused on building a positive school culture and climate-including social-emotional learning) and other events focused on family engagement (both educational and just for fun). Outside agencies, including the University of California Extension and Hmong Cultural Center provide classes and offer support to further help families support their children. Communication to parents is provided in English and Hmong, and families are notified of meetings and events through a monthly newsletter, written invitations/flyers, personal phone calls, recorded phone calls, texts, emails, social media and on the marquee in front of the school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.4	8.2	3.1	9.9	10.4	8.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Thermalito Union Elementary School District (TUESD) has a district-wide Comprehensive School Safety Plan that is updated annually, Pursuant to Education Code 32280 – 32289. Our vision is to empower all stakeholders in order to create a safe and challenging environment where all students and staff can be safe, and can grow academically, socially, and emotionally. We 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, the number one focus is on safety, and our school safety goal is: "To ensure all students feel safe at school." School-wide behavior expectations have been adopted and are posted throughout the campus focusing on the three ideals of being Safe, Respectful and Responsible. Students are encouraged to keep these expectations in mind throughout the school day and are recognized for their positive behaviors with PRIDE tickets (which can earn them Pizza with the Principal) and ongoing accolades from staff. In additional monthly character traits are taught, posted, and encouraged at assemblies and in class, and a special celebration is held at the end of each month honoring students who have exemplified the character trait.

A Safety/Culture/Climate Committee made up of classified and certificated staff meets multiple times a year to evaluate the school climate and and to work together to provide the safest experience possible for students and staff. All visitors to campus are required to check in at the office where they receive a bright, yellow sticker identifying they are approved to be on campus. The student pick-up procedure has been modified requiring those picking up students to wait at the front of the school behind the locked gates, until the dismissal bell rings. Staff members are also posted at various places on campus (front, back, and sides, including the hallways and playground) to further ensure student safety before and after school. Eight cameras have been installed to provide additional security, both during and outside of school hours. Iron fencing has also been installed across the front and sides of the school, and most recently, during the 2019 summer, additional gates were installed to close off the classrooms from the playground area, adding additional security to the school for when it is not in session. Much positive feedback has been received from the school community showing appreciation for the additional safety measures.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	2		25		3		27		3	
1	27		2		20	3			20	2	1	
2	25		2		25		2		23		2	
3	22		2		26		2		27		2	
4	28		1		29		1		32		1	
5	29		2		28		2		29		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	825.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,666	\$1,011	\$6,665	\$82,828
District	N/A	N/A	\$8,936	\$78,614
Percent Difference - School Site and District	N/A	N/A	-29.1	5.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-11.9	6.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Plumas Avenue School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Learners and students falling below grade level in English language arts/literacy and math. We have several programs in place to support our students, in order for them to be successful (funded by Title I and LCFF):

- SST– (Student Success Team) - This team meets one day per month and on an as needed basis (before and after school) to review and discuss the best approaches to meet the needs of struggling students (academically and socially/emotionally/behaviorally). Through this process, a team of teachers, specialists, the principal, and parents of the students of concern meet to review strategies and practices already implemented and to look at interventions, supports and new strategies to help students be the most successful.
- Based on performance data in reading/language arts and math, our Reading intervention teacher (along with classroom teachers) selects students for targeted intervention groups that meet daily for focused instruction. These groups are flexible and change periodically, according to assessment data and student needs. Small group instruction takes place throughout the school day.

- All grades, TK-5, are providing math intervention at least two times per week for 30 minutes or more. Some grade levels are sharing students, and some are doing intervention within their own classrooms.
- Accelerated Reader Program (AR) —This supplemental program is used to encourage independent reading at increasingly higher instructional levels, using quizzes to assess comprehension and vocabulary development. Currently the web based version called Renaissance Place is used.
- In addition to classroom teachers providing 'First Tap' of English Language Development (ELD) Instruction to EL students, an EL Intervention teacher offers an English language support class for those students performing at level 3 and below on the ELPAC test and/or state standards not met on the California Assessment of Student Performance and Progress (CAASPP) test.
- A Bilingual Para-educator is available to support EL students and works with small groups focusing on specific skill development in English language arts and math.
- The Wonders ELA/ELD curriculum is an integrated core program utilized by the general education classroom teachers to provide designated support for English Language Development instruction for our EL students.
- Freckle on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading, math and science.
- After school intervention (tutoring) programs, 2-4 times per week, are offered by certificated personnel to support students who are struggling academically in English Language Arts and Math.
- Several part-time support positions, including para-educators in all TK-1 classrooms, a Library Clerk, a student advocate, and Computer Lab Technician, further support students, both academically and socially/emotionally/behaviorally.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,686	\$49,378
Mid-Range Teacher Salary	\$76,533	\$77,190
Highest Teacher Salary	\$103,521	\$96,607
Average Principal Salary (Elementary)	\$112,249	\$122,074
Average Principal Salary (Middle)	\$118,240	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$153,443	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Over the past several years, Plumas Avenue Elementary School and the Thermalito District has provided opportunities for staff to participate in a variety of professional development activities focused on improving instruction for all students. These opportunities include instruction in Wonders English Language Arts/English Language Development (ELA/ELD) Curriculum, Expressions Math curriculum, Thinking Maps, Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS), Common Core-Aligned Instructional Strategies, Freckle, i-Ready, and Being a Writer, as well as training in trauma responsive systems of support to become more aware and more responsive to the role trauma plays in both the lives of students and staff.

For the years 2017-2018, 2018-2019 and 2019-2020, Thermalito Union Elementary School District has provided several days per year of staff development for all teachers. All grade levels have worked hard to develop common pacing guides and assessments aimed at improving instructional practices to better support ALL students. Plumas Avenue has developed a guiding coalition of teachers to lead our development, as we move forward in implementing a professional learning community model. As a site and district, we have worked closely with BCOE (Butte County Office of Education staff), Dennis King and Solution Tree to help navigate this process.

In 2018-2019, we continued to utilize established district grade-level planning days to continue our work developing and implementing math and ELA common pacing and planning guides as well as common formative assessments. Our Plumas site has developed a plan for weekly Collaborative Teacher Time (CTT) for grade levels to collaborate, look at specific data, and improve instructional practices. In 2019-20, grade level teams continue their weekly CTT time for 45 minutes each week and share data, look at common formative assessments, discuss and model best practices, and develop intervention plans to meet the needs of all students (below, at and above grade level). All grade levels have committed to providing twice-weekly grade level math interventions based upon the data reviewed at the weekly CTT meetings. Our Guiding Coalition is starting to examine best practices in utilizing this collaboration time and is also pursuing continued training in Trauma Responsive Systems of Support.

In addition, a District Reading Specialist/Coach was hired in 2018-19 and provided valuable training to both classified (paraprofessionals) and certificated staff in the areas of dyslexia and dyslexia screening, guided reading techniques, SIPPS, and phonic/phonemic awareness instruction. The District Reading Specialist/Coach has provided valuable coaching support to our teachers and developed targeted instructional practices to improve student achievement. In 2019-20 many teachers have enthusiastically taken advantage of the additional support offered by the District Specialist.

The Thermalito Union Elementary School District (TUESD) calendar and schedule provide 36 minimum days (in addition to the weekly CTT time), in order to provide teachers time to collaborate for the purpose of analyzing student assessment data, designing intervention groups, and planning for future instruction. Opportunities for peer support are built into the grade level planning meetings, and opportunities for principal support are also available via instructional feedback and tailored professional development.

Lastly, a multitude of professional development opportunities are offered throughout the year by the Butte County Office of Education, the California Department of Education and many other outside organizations. Staff members are encouraged to explore the array of opportunities available and are supported and encouraged to take advantage of conferences, workshops, seminars, and collaboration opportunities that will support them in building their expertise.