

Salida Middle School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Salida Middle School
Street	5041 Toomes Rd
City, State, Zip	Salida, CA 95368
Phone Number	2095451633
Principal	Cynthia Langgle-Interim Principal
Email Address	clanggle@salida.k12.ca.us
School Website	https://www.salida.k12.ca.us/SMS
County-District-School (CDS) Code	50-71266-6120844

2023-24 District Contact Information

District Name	Salida Union School District
Phone Number	(209) 545-0339
Superintendent	Twila Tosh
Email Address	ttosh@salida.k12.ca.us
District Website	www.salida.k12.ca.us

2023-24 School Description and Mission Statement

Salida Middle School teachers and support staff believe that all students can learn if their instructional needs are met. Faculty and administration meet regularly to assess student learning, develop curriculum, plan through PLC collaboration and adjust instruction. Teachers hold each other mutually accountable for the success of all students.

The foundation of the Salida Middle School campus focuses on every student's academic success. Academic rigor is the basis on which all courses at Salida Middle School are built. Students are held accountable for their work and given the support necessary to succeed academically. Teachers continuously assess student learning and adjust instruction to help students gain mastery of standards.

The 2022-2023 school year was focused on teacher professional development with an emphasis on Social Emotional Learning, Positive Behavior Intervention Support, Universal Lesson Design, "good first instruction," and planning for student achievement. ELA continues to focus on lesson design in StudySync, while math utilizes Desmos with an emphasis on implementing task-based math lessons. Social studies continues to use National Geographic as the core curriculum through National Geographic and science used Discovery. Weekly scheduled collaboration meetings are held by grade level and content area allowing teachers to work together, analyze assessment data, identify essential curriculum standards, develop common formative assessments, and prepare instructional units. Salida Middle School also has an outstanding after-school academic support program. ASP is open until 6:05 p.m. daily for students, giving students a place to go while providing educational support for those who need it.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	232
Grade 7	255
Grade 8	253
Total Enrollment	740

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.2%
American Indian or Alaska Native	0.1%
Asian	4.1%
Black or African American	2.2%
Filipino	1.2%
Hispanic or Latino	69.1%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	3%
White	16.6%
English Learners	29.1%
Foster Youth	0.1%
Homeless	0.7%
Migrant	2.2%
Socioeconomically Disadvantaged	73.1%
Students with Disabilities	12%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.10	89.33	129.90	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	5.08	10.50	7.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.31	0.80	0.55	12115.80	4.41
Unknown	1.10	3.22	6.60	4.44	18854.30	6.86
Total Teaching Positions	36.00	100.00	149.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.90	89.19	131.40	85.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	5.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.68	4.70	3.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.70	1.20	0.81	11953.10	4.28
Unknown	2.00	5.41	8.00	5.27	15831.90	5.67
Total Teaching Positions	36.90	100.00	153.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.90

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.80	1.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	0

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

Each pupil in the district, in kindergarten through grade eight, has been provided with a standards-aligned textbook or basic instructional materials in the following areas: History/social science; Mathematics; Reading/language arts; Science. The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531. The selection of materials is made by school staff during the preview year before adoption. Then, committees are created with subject area experts from the team and make a recommendation to the school board for approval.

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Education: California Study Sync (2016) & California Read 180 Universal System (2021)	Yes	0%
Mathematics	DESMOS Desbook (Adapted from Illustrative Mathematics) (June 2021)	Yes	0%
Science	Discovery Education: Science Techbook 6th grade (2021) 7th & 8th grade (2020)	Yes	0%
History-Social Science	National Geographic Learning/CENGAGE: California Middle School Social Studies (Fall 2018)	Yes	0%
Foreign Language	N/A		N/A
Health	Positive Prevention PLUS (2017)	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Salida Middle School's campus is 21 years old, with approximately 95,000 square feet of instructional space on 20 acres. The facility is designed to be used not only as a school but also as a facility for the community. For this reason, the campus has many activities that take place during the evening, on weekends, and during scheduled school breaks.

Facility management at SMS is routinely maintained by District maintenance and groundskeepers. Classrooms are cleaned regularly, and all restrooms are in working order. In the unlikely event that the facility is damaged due to graffiti or "tagging," immediate steps are taken to clean the affected areas. In addition, campus custodians monitor the facilities regularly to maintain the "new" feeling of the facility despite its continual use. As a result, the campus is clean and in good condition.

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Floor tile chipped in Room 205. Multiple table tops chipped in 400 building. Fabric coming off wall in Room 302
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			Treat field area for gophers. Repair cracks in blacktop.

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	41	42	41	47	46
Mathematics (grades 3-8 and 11)	20	28	28	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	743	734	98.79	1.21	41.42
Female	349	347	99.43	0.57	48.41
Male	393	386	98.22	1.78	34.97
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	56.67
Black or African American	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	506	499	98.62	1.38	39.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	24.39
White	131	129	98.47	1.53	52.71
English Learners	190	188	98.95	1.05	11.70
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	562	554	98.58	1.42	39.35
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	91	90	98.90	1.10	8.89

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	740	731	98.78	1.22	28.04
Female	348	345	99.14	0.86	24.06
Male	391	385	98.47	1.53	31.69
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	46.67
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	503	497	98.81	1.19	23.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	39	95.12	4.88	25.64
White	131	130	99.24	0.76	44.62
English Learners	189	189	100.00	0.00	4.76
Foster Youth	0	0	0	0	0
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	559	550	98.39	1.61	27.09
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	91	90	98.90	1.10	5.56

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.00	22.58	21.71	24.03	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	250	98.04	1.96	22.40
Female	132	131	99.24	0.76	19.85
Male	122	118	96.72	3.28	25.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	168	98.25	1.75	19.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	12.50
White	45	44	97.78	2.22	31.82
English Learners	45	45	100.00	0.00	2.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	184	97.35	2.65	21.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	26	96.30	3.70	3.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.0%	97.2%	97.6%	96.4%	97.6%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Salida Middle School prioritizes and values the active involvement of parents, recognizing them as essential contributors to the school community. The school facilitates parent participation through various governance and policy committees, including the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Local Control Accountability Plan (LCAP) educational partner input meetings, and the School Site Council.

To enhance communication, Salida Middle School employs a diverse range of channels, such as the school website, Facebook page, district app, and ParentSquare messages (via phone, email, text, and app). Parents can conveniently monitor student grades and attendance via Aeries, a secure online student information system. The school also ensures inclusivity by providing interpreters during Parent-Teacher Conferences. Furthermore, Salida Middle School organizes various events throughout the year, including the Welcome Back Meet and Greet, Parent-Teacher Conferences with interpreter support, Open House, Second Cup of Coffee, and Evening Informational Meetings.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	786	767	168	21.9
Female	368	357	73	20.4
Male	417	409	95	23.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	1	1	100.0
Asian	30	30	2	6.7
Black or African American	16	16	6	37.5
Filipino	9	9	0	0.0
Hispanic or Latino	535	523	105	20.1
Native Hawaiian or Pacific Islander	10	9	3	33.3
Two or More Races	24	24	6	25.0
White	137	134	37	27.6
English Learners	230	222	44	19.8
Foster Youth	1	1	0	0.0
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	597	585	131	22.4
Students Receiving Migrant Education Services	17	17	3	17.6
Students with Disabilities	99	96	29	30.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	11.80	8.65	0.09	3.63	3.25	0.20	3.17	3.60
Expulsions	0.00	0.24	0.00	0.00	0.06	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.65	0
Female	5.98	0
Male	11.03	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	10	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	5.84	0
English Learners	7.83	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	9.21	0
Students Receiving Migrant Education Services	5.88	0
Students with Disabilities	7.07	0

2023-24 School Safety Plan

All school sites in the Salida Union School District annually update the Disaster Plan and Comprehensive School Safety Plan. Site Administration revised the plan according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2022-2023 school year to meet the appropriate guidelines established by the state.

School safety is paramount at Salida Middle School. Salida Union School District and Salida Middle School always comply with all laws, rules, and regulations about hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated during the 2022 -2023 school year and will be reviewed again in January 2024. The school's disaster preparedness plan includes ensuring student and staff safety during a disaster. Emergency drills are conducted regularly, lock-down training is held three times a year, and a bus evacuation drill is held annually. Fire Drills are held monthly. Salida Middle School maintains a single point of entry during the school day and certificated and classified staff supervise students before and after school and during lunch. All visitors are required to check in at the main office using Raptor upon arrival and before leaving campus. There are designated areas for student pick up and drop off. A copy of the Salida Middle School Safety Plan is available at our District Office for public review and on the district website at <https://www.salida.k12.ca.us/domain/1589>. In addition, copies of the Safety Plan are given to Modesto Police Department, Stanislaus County Sheriff's Office, Salida Fire Department, and Modesto Fire Department for their review.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	1	17	1
Mathematics	26	3	16	1
Science	29		19	1
Social Science	30		16	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	15	
Mathematics	26	4	14	2
Science	27	1	19	
Social Science	27		17	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	18	0
Mathematics	25	3	17	0
Science	26	3	17	0
Social Science	27	0	18	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	370

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.9

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,027.79	\$2,010.91	\$7,016.88	91,055.52
District	N/A	N/A	\$10,177.31	\$93,577
Percent Difference - School Site and District	N/A	N/A	-36.8	1.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.1	3.1

Fiscal Year 2022-23 Types of Services Funded

Instructional practices at SMS provide all students equal access to the core curriculum during the regular school day. As a result of this practice, the following instructional programs are offered to students based on need during the school day:

1. Every 6th-grade student has 55 minutes of English-Language Arts and Math instruction daily. In addition, every 7th and 8th-grade student has 55 minutes of English-Language Arts and Math instruction.
2. 6th, 7th, and 8th-grade special education resource students are “pushed in” to regular education classes with paraprofessional or educational specialist support during the day.
3. 6th, 7th, and 8th-grade resource students unable to adequately progress in regular education classes, but do not need the intervention of a self-contained SDC program, receive intensive instructional support through specific intervention and support classes in ELA and Mathematics.
4. SDC students are mainstreamed into regular education programs as appropriate.
5. Electives are provided within a wheel format, where students have access to three different options during the school year: woodshop, home economics, computer science, music, math support, and ELA support.
6. Math intervention class is offered to selected students who currently struggle with math concepts.
7. English Language Arts intervention class is offered to selected students who currently struggle with ELA concepts.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,046	\$54,046
Mid-Range Teacher Salary	\$89,896	\$84,515
Highest Teacher Salary	\$114,544	\$110,867
Average Principal Salary (Elementary)	\$134,060	\$136,841
Average Principal Salary (Middle)	\$136,070	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$199,222	\$217,473
Percent of Budget for Teacher Salaries	31.78%	32.43%
Percent of Budget for Administrative Salaries	6.24%	5.62%

Professional Development

Development of a focused plan to provide targeted professional learning in the following areas will be the focus of Salida Middle School staff for the 2021-2022, 2022-2023, and 2023-2024 school years. Professional development will be offered to all teachers and is tied directly to goals established in the Single Plan for Student Achievement (SPSA). Professional development will be provided to teachers and support staff 3 days each school year as well as during early release professional development days (approximately 36 each year). Teachers also receive release time to attend subject specific professional development opportunities aligned with the Single Plan for Student Achievement 4 times during the school year. Teachers participating in individual professional development opportunities present the "take-aways" during staff meetings.

Professional development during 2023-2024 will focus on the following:

1. Continue to work on task-based learning to ensure all students are college and career-ready.
2. Creating exceptional learning environments that equitably support and appropriately challenge all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeting instruction based on data to meet individual student needs to utilize integrated technology in a blended learning

Professional Development

environment.

5. Closing the achievement gap among White, African American, Students with Disabilities, English Learners, and English-only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students by providing a Wellness Center and access to counselors.
8. Establishing positive behavioral supports and social-emotional learning as needed to ensure all students social, emotional, and academic success.

School staff also receives annual training as required by the district: COVID-19 Training & Safety, Bloodborne Pathogens, Sexual Harassment, Playground Safety, First Aide, Confidentiality, Bullying, Fire Safety, Earthquake Safety, etc.)

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	33	40