

# Salida Elementary 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

|  |   |
|--|---|
| <b>School Name</b>                       | Salida Elementary School  |
| <b>Street</b>                            | 4519 Finney Rd  |
| <b>City, State, Zip</b>                  | Salida, CA 95368  |
| <b>Phone Number</b>                      | (209) 545-9394  |
| <b>Principal</b>                         | Ana M. Garcia   |
| <b>Email Address</b>                     | agarcia@salida.k12.ca.us  |
| <b>School Website</b>                    | <a href="https://www.salida.k12.ca.us/SES">https://www.salida.k12.ca.us/SES</a> |
| <b>County-District-School (CDS) Code</b> | 50-71266-6053037  |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Salida Union School District                                   |
| <b>Phone Number</b>     | (209) 545-0339   |
| <b>Superintendent</b>   | Twila Tosh   |
| <b>Email Address</b>    | ttosh@salida.k12.ca.us   |
| <b>District Website</b> | <a href="http://www.salida.k12.ca.us">www.salida.k12.ca.us</a> |

## 2023-24 School Description and Mission Statement

### Mission:

To empower every student to achieve their personal best we endeavor to maintain a strong and active partnership between family, school, and community. We provide a safe and supportive learning environment, and we have high expectations of staff, families, and students; and of our community.

We believe that all students can learn at high levels. Teachers, administrators and staff are committed to the continuous improvement of classroom instruction and intervention practices to advance student performance. Our culture builds the capacity of teachers, staff, students and administrators by fully implementing the District's Four Pillars of professional practice as they relate to pedagogy, leadership, and organization. These pillars are 1) High Expectations for All, 2) Standards-Aligned Differentiated Instruction, 3) Professional Collaboration and Accountability, and 4) Safe Climate and Strong Relationships.

### School Description:

Salida Elementary School was the first school in our district; it was the only school serving Salida's children for many years. Since its foundation the site has served as a K-8 school, a middle school, and presently it is an elementary school serving students in grades TK-5. We are situated in the heart of Salida, an unincorporated community in Stanislaus County and part of the greater Modesto metropolitan area. During the 1980's and 1990's the community developed as a bedroom community that offered affordable housing to commuters from the Bay Area. The housing boom provided students and funding for four additional schools in our district and Salida Elementary now serves residents from new commuter homes and older, less affluent areas of our town. The Salida Community is diverse and our school reflects this. We embrace a rich and diverse culture, and we work to create a caring and cohesive learning environment for students and their families.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 25                 |
| Grade 1          | 48                 |
| Grade 2          | 44                 |
| Grade 3          | 44                 |
| Grade 4          | 49                 |
| Grade 5          | 53                 |
| Total Enrollment | 263                |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.5%                       |
| Male                                | 53.5%                       |
| Asian                               | 5.8%                        |
| Black or African American           | 0.7%                        |
| Filipino                            | 0.4%                        |
| Hispanic or Latino                  | 80.7%                       |
| Native Hawaiian or Pacific Islander | 1.1%                        |
| Two or More Races                   | 0.4%                        |
| White                               | 8.4%                        |
| English Learners                    | 55.3%                       |
| Foster Youth                        | 1.1%                        |
| Homeless                            | 0.4%                        |
| Migrant                             | 6.2%                        |
| Socioeconomically Disadvantaged     | 85.5%                       |
| Students with Disabilities          | 6.9%                        |

## 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 13.00         | 100.00         | 129.90          | 86.65            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 10.50           | 7.00             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 2.00            | 1.33             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.80            | 0.55             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 6.60            | 4.44             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 13.00         | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 12.00         | 87.27          | 131.40          | 85.61            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 7.27           | 8.00            | 5.21             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.50          | 3.64           | 4.70            | 3.09             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.20          | 1.82           | 1.20            | 0.81             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.00          | 0.00           | 8.00            | 5.27             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 13.70         | 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    | 0.50    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.50    |

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

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.20    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 0.20    |

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

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 13.3    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 6.2     |

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 each of 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. Selection of materials is done by school staff during the preview year prior to adoption. Committees are created with subject area experts from the staff and make a recommendation to the school board for approval.

**Year and month in which the data were collected** August 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

|   |   | Adoption ? | Assigned Copy |
|---|---|------------|---------------|
| <b>Reading/Language Arts</b>                      | Benchmark Advance: CA Edition - K-5 (2017)<br>Benchmark: Ready to Advance - TK (2017) | Yes        | 0%            |
| <b>Mathematics</b>                                | Eureka Math: A Story of Units (2014)  | Yes        | 0%            |
| <b>Science</b>                                    | Discovery Education: Science Techbook (2021)  | Yes        | 0%            |
| <b>History-Social Science</b>                     | Studies Weekly: California Studies Weekly (2018)                                      | Yes        | 0%            |
| <b>Foreign Language</b>                           | N/A   |            | N/A           |
| <b>Health</b>                                     | Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)                   | Yes        | 0%            |
| <b>Visual and Performing Arts</b>                 | N/A   |            | N/A           |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A   | N/A        | N/A           |

## School Facility Conditions and Planned Improvements

Each year our central maintenance department assesses the site's needs and the District prioritizes funding to ensure safety, cleanliness and adequate facilities. The most recent major improvements were made during the summer of 2019 and they are as follows: exterior paint throughout, library remodel with new furniture, safety fencing installed, all classroom windows replaced, new carpet and counter tops in classrooms,

Salida Elementary is a well-maintained and well-utilized site. The site was modernized in 2019 with the modernization of the three classroom buildings including new windows, door hardware and exterior paint. The full-time lead custodian works with a night custodian who cleans and maintains the facilities daily. The district maintenance team repairs and maintains the grounds and supports the site custodians with major projects. As an example, our student bathrooms are now equipped with fixtures that utilize a sensor; both to avoid spread of bacteria and to conserve water. Bark around the base of playground equipment is refreshed each year and treated for mites, and the kindergarten playground area and its equipment is regularly updated by the Headstart and Pre-School programs.

In September of each year, since 2013, the Stanislaus County Office of Education has assigned a facilities inspector to ensure compliance with the Williams Act. Each year Salida Elementary has passed all aspects of the inspection and is commended for the excellent upkeep of our our facilities. Our most current inspection was carried out in August of 2022.

**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  |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | Replace ceiling tile in Room 4 and Room 22. Replace cracked light lens in Room 29. Fasten loose board between Room 19 and 20 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           | Acoustic material dirty in Multi Use Room.   |
| <b>Electrical</b>   | X         |           |           |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |  |

## School Facility Conditions and Planned Improvements

|   |   |  |  |                                |
|---|---|--|--|--------------------------------|
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |                                |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  | Gopher activity in Playground. |

## 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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 25                | 31                | 42                  | 41                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 24                | 30                | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 127                     | 125                  | 98.43                 | 1.57                      | 31.20                          |
| <b>Female</b>  | 61                      | 61                   | 100.00                | 0.00                      | 31.15                          |
| <b>Male</b>  | 66                      | 64                   | 96.97                 | 3.03                      | 31.25                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 102                     | 100                  | 98.04                 | 1.96                      | 30.00                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 63                      | 62                   | 98.41                 | 1.59                      | 12.90                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 109                     | 107                  | 98.17                 | 1.83                      | 29.91                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 127                     | 125                  | 98.43                 | 1.57                      | 30.40                          |
| <b>Female</b>  | 61                      | 61                   | 100.00                | 0.00                      | 26.23                          |
| <b>Male</b>  | 66                      | 64                   | 96.97                 | 3.03                      | 34.38                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 102                     | 100                  | 98.04                 | 1.96                      | 28.00                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 63                      | 62                   | 98.41                 | 1.59                      | 20.97                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 109                     | 107                  | 98.17                 | 1.83                      | 31.78                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 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<br>(grades 5, 8 and high school) | 23.73          | 33.33          | 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                                  | 31               | 30            | 96.77          | 3.23               | 33.33                   |
| Female  | 12               | 12            | 100.00         | 0.00               | 16.67                   |
| Male  | 19               | 18            | 94.74          | 5.26               | 44.44                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 23               | 22            | 95.65          | 4.35               | 36.36                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 13               | 12            | 92.31          | 7.69               | 25.00                   |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                       |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 28               | 27            | 96.43          | 3.57               | 37.04                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Parents are important members of Salida Elementary School's learning community. We rely on volunteers to work in classrooms, coordinate events, chaperone field trips, visit classes as guest speakers, and participate in community events. With the removal of COVID-19 Pandemic restrictions the Staff and Parent Association of Salida Elementary School is fully active again. Every parent is encouraged to join the Staff Parent Association (SPA), which meets monthly. Our parents' club, SPA, organizes community-building events such as Bingo and Movie nights; they sponsor our J-Day and Family Dinner Night, and they support our classrooms and library. SPA members strive to provide each student with an enrichment opportunity by funding one field trip per class each school year. You can contact our "SPA" by e-mail for more information at [salidaspa@yahoo.com](mailto:salidaspa@yahoo.com). We appreciate our Salida Families.

Parents are invited and encouraged to volunteer to serve on advisory committees; including School Site Council, ELAC, and PBIS. Staff members will receive training on, and offer Family Leadership/Parenting Partners workshops to Salida Elementary Families in the Spring of 2024. The program is comprised of six interactive sessions led by trained staff that equip families with strategies and practices for healthy family relationships.

Families are again invited to attend our awards assemblies where we celebrate students meeting and exceeding their personal goals, positive social skills, and academic excellence. Musical performances are scheduled twice each year to provide families a time to enjoy the musical skills students learn at school. All of our staff can be reached through our school office, parents are welcome to come in or call our office at (209) 545-9394, or look for our School Website at [www.salida.k12.ca.us/Domain/9](http://www.salida.k12.ca.us/Domain/9). We also offer two-way communication using Parent Square; families are provided training on the use of the Parent Square App. At Salida Elementary we have streamed significant events such as Kinder and fifth grade completion, and teachers post videos and pictures of important events in their classrooms on Parent Square. We strive to keep our parents involved in their children's education.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 293                   | 286                                     | 72                        | 25.2                     |
| Female  | 138                   | 135                                     | 31                        | 23.0                     |
| Male  | 155                   | 151                                     | 41                        | 27.2                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.0                      |
| Asian   | 17                    | 17                                      | 9                         | 52.9                     |
| Black or African American                     | 2                     | 2                                       | 1                         | 50.0                     |
| Filipino                                      | 1                     | 1                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 236                   | 230                                     | 54                        | 23.5                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 2                         | 66.7                     |
| Two or More Races                             | 1                     | 1                                       | 0                         | 0.0                      |
| White   | 24                    | 24                                      | 5                         | 20.8                     |
| English Learners                              | 162                   | 157                                     | 37                        | 23.6                     |
| Foster Youth                                  | 3                     | 3                                       | 0                         | 0.0                      |
| Homeless                                      | 1                     | 1                                       | 1                         | 100.0                    |
| Socioeconomically Disadvantaged               | 255                   | 252                                     | 65                        | 25.8                     |
| Students Receiving Migrant Education Services | 18                    | 18                                      | 5                         | 27.8                     |
| Students with Disabilities                    | 26                    | 26                                      | 4                         | 15.4                     |

### 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 | 0.28           | 0.32           | 1.37           | 0.09             | 3.63             | 3.25             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 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                                  | 1.37             | 0               |
| Female  | 0.72             | 0               |
| Male  | 1.94             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0.85             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 4.17             | 0               |
| English Learners                              | 1.23             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 1.57             | 0               |
| Students Receiving Migrant Education Services | 5.56             | 0               |
| Students with Disabilities                    | 3.85             | 0               |

## 2023-24 School Safety Plan

Each school year Salida Elementary's Safety Committee revises and updates the Safe School Plan in August. The Committee presents the Plan to Staff for their review and recommendations at the September monthly staff meeting; and the School Site council reviews and considers approving the Plan in October. Our focus is to support student learning by providing a safe and healthy environment. To achieve this students are taught strategies for solving social conflicts, Staff identify best practices to address student emotional concerns, and promote healthy life choices. Families and students complete annual surveys giving us feedback regarding school safety and climate. We employ the outcomes of parent, teacher, and student (Healthy Kids) surveys to evaluate the effectiveness of our programs and the needs of our students. We implement site procedures, address needed physical site improvements, and modify our programs, using survey results.

In 2018-2019 Salida Elementary implemented the Positive Behavior Intervention and Support framework to address the social/emotional needs of students and to develop a community culture built on shared expectations and language (the "3 Rs": be Respectful, be Responsible, and be Ready). PBIS continues to support our core values and to promote a culture of positive interactions and mutual respect among staff, students, and families. The School Counselor provides ongoing support for students and staff based on PBIS practices; and school administrators employ PBIS as means of positive and meaningful behavioral support. The PBIS Rewards Application provides data for identifying strengths and needs, and for making necessary revisions. Parents and Staff comprise the PBIS Committee; together they analyze data, identify needs, and plan for needed supports and changes to maintain a safe learning environment.

Salida Lions practice monthly fire drills; earthquake preparedness drills and lock-down procedures are also practiced each trimester. Classroom are supplied with a "Lock-down" preparedness bucket. This bucket contains the basic supplies that would be necessary to sustain a lengthy lock down on our school campus. A copy of the Salida Elementary 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>. The Modesto Fire Department, Salida Fire Department, Stanislaus County Sheriff's Office, and the Modesto Police Department all

## 2023-24 School Safety Plan

receive updated copies of our Safety Plan for their review and use in case of a school emergency.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 17                 | 2                                    | 1                                     |                                     |
| 1           | 21                 | 1                                    | 1                                     |                                     |
| 2           | 28                 |                                      | 2                                     |                                     |
| 3           | 21                 |                                      | 2                                     |                                     |
| 4           | 29                 |                                      | 2                                     |                                     |
| 5           | 23                 |                                      | 2                                     |                                     |

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 14                 | 2                                    | 2                                     |                                     |
| 1           | 22                 |                                      | 2                                     |                                     |
| 2           | 15                 | 2                                    | 1                                     |                                     |
| 3           | 27                 |                                      | 2                                     |                                     |
| 4           | 16                 | 2                                    |                                       |                                     |
| 5           | 27                 |                                      | 2                                     |                                     |
| Other       | 4                  | 1                                    |                                       |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

## 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 | 275   |

## 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) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 0.6                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 1                                |

## 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                                   | \$12,587.91                  | \$3,252.84                          | \$9,335.07                            | \$92,606.97            |
| District                                      | N/A                          | N/A                                 | \$10,177.31                           | \$93,577               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -8.6                                  | 3.5                    |
| State   | N/A                          | N/A                                 | \$7,607                               | \$88,288               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 20.4                                  | 4.8                    |



## Fiscal Year 2022-23 Types of Services Funded

Salida Elementary staff is dedicated to delivering an excellent education to all students. We provided balanced, comprehensive core curriculum using the state-adopted Benchmark Advance for ELA, Eureka Mathematics, Discovery Education Science, Studies Weekly Social Studies curriculum. Our students in grades TK through 5 also receive instruction in Music and Physical Education.

More than 50% of students in our community come from homes where English is not the primary language, and over 80% of the families qualify for free and reduced lunch. Considering the needs of our community the development English Language skills is one of our priorities. We strive for continuous improvement by maximizing the use of state-adopted, research based programs; participation in training, workshops, data analysis, and the use of community resources. Salida Elementary teachers employ iReady, a supplemental program, to differentiate instruction and provide universal access to all students. Teachers in our District participate in continuous professional development focused on the implementation of Close Reading strategies and Guided Reading practices. They collaborate to design lessons that are aligned with CCSS standards. We employ categorical funds to provide a learning center that supports accelerated learning; LC staff in conjunction with classroom teachers plan strategic interventions utilizing various programs to differentiate Language Arts/Reading and math instruction at every grade level. Students receive small and whole group vocabulary instruction in their classrooms to support development of listening and speaking skills. Every English Learner receives instruction by a credentialed teacher certified to differentiate instruction to support English Language Development as well as additional support utilizing computer programs, or our intervention by our Learning Center staff. We also employ a supplemental program - Imagine Learning and Literacy - focused on vocabulary development and offered to students in grades 2-5 whose ELPAC performance is in the beginning and early development stages.

Technology is an integral component of teaching and learning at Salida Elementary. Every student and teacher on campus has a computer or device assigned to them. Our Media Tech updates and maintains learning programs, website links, and hardware so that it is available to support teachers and students. A media tech and the library clerk assist teachers in utilizing technology for interventions: including iReady and Zearn. Students access their individual profile with a user account anywhere on campus to use application software for word processing, multimedia, keyboarding, publishing, and internet research. Teachers have a laptop computer for managing classroom data, planning lessons, accessing the internet and email, and executing presentations. Teachers in grades second through fifth received instructional technology; including a smart board, projector and laptop to facilitate, high-tech, interactive learning opportunities for all students. Students in grades first through fifth have access to individual devices (Chromebook) in their classrooms. A digital camera in each grade level is used for many projects including; recording the life cycle of a butterfly in first grade, symmetrical portraits by second graders, a third grade musical iMovie tied to science and literature, and an environmental science presentation by fourth graders. The site technology plan is updated to ensure integrated, project-based, standards-driven student learning. Our district provides instructional support to our teachers; a District Technology lead models using technology as part of every day instructions, offers courses on specific educational programs, and supports the site technology leads in connecting technology to curriculum. The library is organized by the Dewey Decimal System and AR level for quick access by all students. Students can find lists of AR books on the school website and at the local county library.

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

## Professional Development

Salida Union School District is committed to focused professional development which is aligned to the district's Instructional Focus Plan. The goals are to ensure each student is: proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, paraprofessionals, and after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time. Training is provided through sub release days, Wednesday minimum day release, pre-service work days and summer institute.

Professional development over the next three years will focus on:

1. Continued Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs and to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among white, Hispanic, 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 through the Positive Behavior Intervention System (PBIS) with three tiers of support.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success (PBIS Tier 1).

To aide classroom teachers in differentiating instruction for English Learners, each staff member is provided with an academic profile for each EL student assigned to his/her class. During teacher professional learning designated for analyzing student progress based on local assessments, staff members examine their EL students' academic progress. The Learning Director and Principal will meet each trimester to analyze EL student progress; results are shared with the classroom teachers. To aide in addressing the needs of English learners, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently 100% of teachers at Dena Boer Elementary hold their CLAD credential or its equivalent.

TK - fifth grade teachers have participated in technology training to provide a robust, and technology enhanced learning experience. Teachers continue to participate in i-Ready workshops to improve implementation of the program and to

## Professional Development

differentiate student learning in reading. Stanislaus County Office of Education Math coaches are working with administrators to observe and provide purposeful feedback to teaching staff. The SCOE team provides training focused on best instructional practices with grade level teams. Grade level teams continue to analyze data to monitor student progress in reading (Oral Reading Records, Lexile Levels) and mathematics using RAMP formative assessments to address foundational learning and scaffold instruction for successful grade level learning.

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 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 30      | 32      | 37      |