

# Mildred Perkins Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Mildred Perkins Elementary
<b>Street</b>	3920 Blue Bird Dr
<b>City, State, Zip</b>	Modesto, CA 95356
<b>Phone Number</b>	(209) 545-4415
<b>Principal</b>	Tara Maring
<b>Email Address</b>	tmaring@salida.k12.ca.us
<b>School Website</b>	<a href="https://www.salida.k12.ca.us/MP">https://www.salida.k12.ca.us/MP</a>
<b>County-District-School (CDS) Code</b>	50-71266-0133660

## 2022-23 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 Address</b>	www.salida.k12.ca.us

## 2022-23 School Overview

Our vision at Mildred Perkins Elementary is that all students can learn at high levels when instruction meets their needs.

Mildred Perkins teachers, administrators and staff are committed to the continuous improvement of classroom instruction, organizational practices and site leadership to improve student learning. We are committed to providing students with opportunities to exceed their potential and a learning environment that supports all learners.

Mildred Perkins Elementary open its doors to the community on July 1, 1980. In 2009 our board of education was faced with a difficult decision; our district had experienced declining enrollment over several consecutive years and could not fiscally sustain all elementary schools operating under the Salida Union School District. Consequently Mildred Perkins Elementary was closed at the end of that school year. In the years following the closure, educational programs such as the Y.E.S. company (theater), Come Back Kids, and our own District's Independent Charter School benefited from the use of the facility's upkeep.

In the fall of 2016 it was feasible again to bring back our neighborhood school and open the doors for enrollment. Currently Mildred Perkins Elementary provides services to students ranging from Transitional Kindergarten to fifth grade. Mildred Perkins continues to serve the community with an enrollment of 321 students in addition to 81 students enrolled in Independence Charter School.

The vision of Mildred Perkins Elementary aligns to the vision that Salida Union School District and stake holders developed in 2010. The core vision is that all students can learn when instruction meets their needs. At Mildred Perkins elementary we are committed to the continuous improvement of classroom instruction, site leadership and organizational practices to improve student learning. One of our main strengths at Mildred Perkins Elementary is the collective capacity of the staff and our comprehensive academic program. Our academic program recognizes and addresses the needs of our diverse population and focuses consistently on student learning. Our goal is to equip all students with the skills they need to achieve proficiency in a rigorous academic program, promote responsible behavior and enhance students' self concept by establishing healthy relationships with peers and adults. In order to achieve our goal we constantly monitor student proficiency in all academic standards, we focus on academic tenacity and provide students with opportunities to develop resiliency as well as social emotional skills.

Our goal at Mildred Perkins Elementary School is to support all students exceed their potential.

## 2022-23 School Overview

School Demographics for 2021 - 2022 are:

24.3% - African American  
7.3% - Asian  
1.35% - Filipino  
61.89% - Hispanic  
1.62% - Pacific Islander  
18.11% - White

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	61
Grade 2	65
Grade 3	64
Grade 4	55
Grade 5	61
<b>Total Enrollment</b>	<b>370</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.0
Asian	7.3
Black or African American	2.7
Filipino	1.6
Hispanic or Latino	62.2
Native Hawaiian or Pacific Islander	1.6
Two or More Races	3.5
White	18.1
English Learners	27.8
Foster Youth	0.0
Homeless	1.6
Migrant	0.8
Socioeconomically Disadvantaged	78.1
Students with Disabilities	8.9

## **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>	16.10	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>	16.10	100.00	149.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance: CA Edition - K-5 (2017) 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

## School Facility Conditions and Planned Improvements

Our campus consists of four permanent buildings equipped with transferable interior walls that allow us to configure the shape and number of learning areas as needed. We house a classroom equipped for science and a multipurpose room with a fully-equipped stage, offices and storage rooms. There are nine portable classrooms currently assigned to various grades. Our facilities are maintained clean and in good working order by two custodians whose shifts cover all hours of operation. The site principal and custodians inspect all areas on a monthly basis and place requests for major repairs as needed. Our district maintenance team prioritizes repair and maintenance requests and carries them out accordingly. Our district grounds staff are responsible for maintaining our landscape clean and safe; maintenance is scheduled weekly and repairs are completed as needed. Our students enjoy learning in a safe and clean environment. Over the summer of 2016, when the school re-opened to our neighborhood students and enrollment grew by 120%, walls were reset to create needed classrooms, four classrooms in the main building were fitted with new carpet, and all classrooms were wired for WiFi access to the internet to accommodate instructional devices. Instructional technology devices were mounted in all classrooms for grades 2-5, rooms were equipped with furniture for classrooms, office use, storage, and support services, as needed. In 2019 Mildred Perkins Elementary was modernized. the modernization project included new side walks, new roofing, ceramic fences, ceiling panels on main building and paint.

**Year and month of the most recent FIT report**

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replace ceiling tile in Room 5, Room 7, Room 15/16, Room 17, and Room 19.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>	X			

## School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gopher Activity at North and South Playground.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	42	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	28	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	183	180	98.36	1.64	33.89
<b>Female</b>	84	82	97.62	2.38	41.46
<b>Male</b>	99	98	98.99	1.01	27.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	33.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	107	105	98.13	1.87	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	18.18
<b>White</b>	36	36	100.00	0.00	36.11
<b>English Learners</b>	54	53	98.15	1.85	15.09
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	142	140	98.59	1.41	30.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	25	23	92.00	8.00	8.70

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	183	181	98.91	1.09	32.04
<b>Female</b>	84	82	97.62	2.38	31.71
<b>Male</b>	99	99	100.00	0.00	32.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	31.25
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	107	105	98.13	1.87	29.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	36	36	100.00	0.00	41.67
<b>English Learners</b>	54	54	100.00	0.00	18.52
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	27.27
<b>Socioeconomically Disadvantaged</b>	142	141	99.30	0.70	27.66
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	25	23	92.00	8.00	8.70

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	15	16.36	16.46	21.71	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	55	98.21	1.79	16.36
<b>Female</b>	29	28	96.55	3.45	3.57
<b>Male</b>	27	27	100	0	29.63
<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>	33	32	96.97	3.03	15.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	11	100	0	27.27
<b>English Learners</b>	15	15	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	9.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.9%	94.6%	94.6%	94.6%	94.6%

## 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.

#### 2022-23 Opportunities for Parental Involvement

There are a variety of opportunities for families to be involved including: participating in family nights, supporting school-wide fundraisers and charity events, volunteering in the classroom, taking part in Salida Community Library activities, preparing classroom materials at home for teachers and attending educational field trips as chaperones. During the COVID-19 pandemic, these practices have ceased temporarily. Some of the ways that we foster parent involvement include: School Site Council (SSC), English Language Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) stakeholder input meetings, Parents Club Organization, Back to School Night, Open House, Parent Teacher Conferences (interpreters available), School Assemblies, and School Communication in English/Spanish via flyers, Parent Square messages (phone, email, text, and app), and the School Website. . In addition, there are many parent educational workshops offered including: Parent workshops on Preventing Bullying, Empowering Children, Building Self Esteem, Watch D.O.G.S. (Dads of Great Students).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	405	148	36.5
Female	202	192	78	40.6
Male	219	213	70	32.9
American Indian or Alaska Native	3	2	2	100.0
Asian	30	30	4	13.3
Black or African American	18	12	5	41.7
Filipino	6	6	2	33.3
Hispanic or Latino	257	249	101	40.6
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	15	15	6	40.0
White	73	72	24	33.3
English Learners	119	117	32	27.4
Foster Youth	1	0	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	327	312	122	39.1
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	46	45	16	35.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.51	2.58	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.48	0.09	3.63	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.00	0.00
Male	0.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

The Salida Union School District Safety committee reviews and updates the site Safety Plan. The key elements of our School Safety Plan include: Preparedness for emergency and natural disaster, awareness of the school's physical and social environments, and expected characteristics of a safe school and school culture. These elements are reviewed annually in a staff meeting with school personnel. Parent/Student and Teacher handbooks are prepared and distributed to students and staff for their review on the first day of each school year. The school handbook clearly outlines procedures and academic and behavioral expectations for students and families. To adequately prepare teachers for emergencies, each classroom is equipped with an emergency folder including parent contact information. Teachers have also been issued packs containing first aid supplies to wear during yard duty and on school field trips. Additionally, safety procedures such as proper yard duty techniques and enforcement of playground safety rules are reviewed during staff meetings throughout the school year. Mildred Perkins is implementing 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). We have in place monthly fire drill practice, earthquake preparedness drills and lock-down procedures. Each classroom is also supplied with a "Lockdown" 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 Mildred Perkins 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/1552>. Copies of the safety plan have been given to Modesto Police Department, Stanislaus County Sheriff's Department, Modesto Fire Department, and the Salida Fire Department for their review and keeping. Every other year the school administers the CA Healthy Kids Survey. As a result of the CA Healthy Kids Survey, the effectiveness of the safety plan and any needs of students are reviewed and changes made. Students are recognized for good citizenship at assemblies and in their classrooms. Visitors to our campus follow specific check-in and check-out procedures in our office. Staff members provide supervision before and after school when students travel between school and home.

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

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	20	2	1	
2	14	3		
3	19	3		
4	28		2	
5	25		2	
6				
Other	11	1		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	23		3	
2	20	2	1	
3	16	3		
4	26		2	
5	28		2	
6				
Other	16	1		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	19	3		
2	20	1	2	
3	20	2	1	
4	16	1	2	
5	29		2	
6				
Other	8	3		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	411.11

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	0.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,820.25	\$2,382.91	\$6,437.34	\$82,136.93
District	N/A	N/A	\$9,179.75	\$89,214
Percent Difference - School Site and District	N/A	N/A	-35.1	-8.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-2.4	-3.0

## 2021-22 Types of Services Funded

We utilize and maximize all resources and staff to providing additional support to low performing students. LCAP and special education funds will all be budgeted to meet the needs of under-performing students.

Our school has many resources available to assist our students. These resources include: a Learning Support Team lead by the Learning Support Teacher and paraprofessional support personnel; special education aides (SDC); school nurse and health clerk; elementary technology integration support staff; library clerk; support from the district bilingual community liaison for translations; Speech Therapist; Adaptive PE teacher; elementary PE teachers; elementary music teachers; school counselors; School Psychologist; SDC classes; and the Salida branch of the Stanislaus County Library.

These support personnel are funded through a combination of resources including LCFF funding categories. EL students receive daily English language development and reading intervention when identified. English learners receive reading intervention from a credentialed teacher. Curriculum includes but not limited to Benchmark Advance, Footsteps2Brilliance and iREADY are curricular resources utilized by our support staff to develop listening, speaking, reading, and writing skills. The Learning Support Team provides push-in support for students in reading and math. Students who qualify for extra support and intervention in reading and math receive supplemental instruction from our Learning Center staff. Supplemental instruction is provided through a push-in and pull-out model. The Learning Center Team utilizes extra support and supplemental materials from the district adopted language arts program. The services provided by the Learning Center provide targeted intervention instruction for a minimum of 4 times per week. This supplemental instructional team and our special education staff work together in a Learning Center model. This model allows us to allocate more time for student support and to meet the educational needs of more students.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,674	\$51,591
<b>Mid-Range Teacher Salary</b>	\$84,762	\$79,620
<b>Highest Teacher Salary</b>	\$108,003	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$139,139	\$131,473
<b>Average Principal Salary (Middle)</b>	\$121,821	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$189,347	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	30%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 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. Implementation of California Common Core State Standards to ensure all students are college- and career-ready through Distance Learning or In-Person Instruction.
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 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	27	30	32