

Dena Boer Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dena Boer Elementary School
Street	4801 Gold Valley Road
City, State, Zip	Salida, CA 95368
Phone Number	(209) 543-8163
Principal	Katie Cantu
Email Address	kcantu@salida.k12.ca.us
Website	www.salida.k12.ca.us/Domain/8
County-District-School (CDS) Code	50-71266-6113823

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

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

Our mission is to create a caring community partnership where we teach from our hearts, enrich minds and develop skills for students to view learning as an enjoyable lifelong journey.

Dena Boer School opened in February of 1997 and enrolls students in transitional-kindergarten through 5th grade. The school was built in the center of a neighborhood with Mello-Roos tax funds and state funds. Approximately 65% of the students are Hispanic, 24% White, 2.4% African-American, 3% Asian and the remaining 5% represent various ethnic groups. Approximately 33% are English Learners.

The school is located on almost 10 acres, with a 5-acre county park directly behind the school. It is a clean, well-maintained facility. The school buildings feature skylights which open classrooms to natural light. The school has been profiled in numerous magazines and publications for the energy savings skylights and open-air feel to the classrooms. Safety fences were installed in 2015 and several updates were completed on the site buildings.

Student achievement and effective teaching go hand in hand, and these are the most important things we do each day. We are proud of our students' performance on a variety of measures. Strong Reading and Language Arts Programs have been foundational since our school's beginning, with additional support and materials for our English language learners. Dena Boer Elementary School was honored with the California Distinguished School Award in 2002 and 2006. Our school was recognized for our work with under-achieving students when we received the Title I Academic Achievement Award. This same commitment to excellence continues today. We think we have a simple formula that works: Students + Teachers + Parents = Success.

Students participate in weekly Physical Education facilitated by the district P.E. teachers. All students attend classroom music instruction and fourth and fifth graders may participate in weekly instrument lessons. S.O.A.R., the Dena Boer after school program, was recognized as the number one program in Stanislaus County. The program provides quality after school services for 120 students each day. Each month we celebrate our school community, state, and country at our Flag Assembly with music, thoughtful presentations, community-building games, and an emphasis on our Positive Behavior Intervention and Supports (PBIS) system. In addition, the community uses our school facilities for many sports activities.

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

Grade Level	Number of Students
Kindergarten	85
Grade 1	77
Grade 2	80
Grade 3	94
Grade 4	68
Grade 5	101
Total Enrollment	505

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	3
Filipino	1.2
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.6
White	24
Two or More Races	1.2
Socioeconomically Disadvantaged	68.7
English Learners	33.3
Students with Disabilities	10.3
Foster Youth	0.4
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	23	97
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: August 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: CA Edition - K-5 (2017) Benchmark: Ready to Advance - TK (2017)	Yes	0%
Mathematics	Eureka Math: A Story of Units (2014)	Yes	0%
Science	Pearson-Scott Foresman: California Science (2007)	Yes	0%
History-Social Science	Pearson-Scott Foresman: Social Science for California (2006) Studies Weekly: California Studies Weekly (2018)	Yes	0%
Health	Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Dena Boer School was built in 1997. The school consists of 15 classrooms housed in two permanent classroom buildings, one computer lab, one multi-purpose cafeteria, library, and adjoining office/staff area plus 14 relocatable classrooms.

A custodial staff consisting of two full-time custodians maintain the facility. They perform daily classroom and school facility cleaning. District craftsmen maintain the grounds and complete facility repair work as needed. The principal and custodians, as well as the safety committee, regularly inspect classrooms and grounds for needed repairs.

In Summer 2015, a security fence was installed across the front of the school, the multi-purpose building roof was replaced, all HVAC systems were updated, the front office was renovated, several doors were replaced in portables, and the playground was re-coated.

School Facility Good Repair Status (Most Recent Year)

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

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	44	45	47	50	50
Mathematics (grades 3-8 and 11)	37	39	34	35	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	268	99.26	0.74	44.03
Male	142	142	100.00	0.00	43.66
Female	128	126	98.44	1.56	44.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	179	98.90	1.10	35.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	187	185	98.93	1.07	40.54
English Learners	105	103	98.10	1.90	35.92
Students with Disabilities	42	42	100.00	0.00	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	270	100.00	0.00	38.89
Male	142	142	100.00	0.00	39.44
Female	128	128	100.00	0.00	38.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	181	100.00	0.00	29.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	55.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	187	187	100.00	0.00	36.90
English Learners	105	105	100.00	0.00	33.33
Students with Disabilities	42	42	100.00	0.00	4.76
Students Receiving Migrant Education Services	--	--	--	--	--

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.9	21.9	13.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We welcome and encourage parent participation in a variety of ways at Dena Boer, as we believe that parent involvement in school is extremely important to student success. Parents are encouraged to volunteer in classrooms, chaperone field trips, and volunteer at a variety of school events. 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, BlackBoard messages (phone, email, text, and app), and the School Website. Additionally, the Parents Club Organization hosts multiple Family Fun Nights, which have included movie nights, spaghetti dinner, ice cream socials, and the Harvest Festival. The Parents Club Organization also wanted to invest in the school. In the past several years they have provided field trips at each grade level, technology to be used in the classroom, a shade structure to cover our outdoor learning and picnic area, instruments for our school music program, and an electronic school marquee.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	1.0	0.7	3.9	3.5	3.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Dena Boer's School Safety Plan is designed to facilitate an environment free from physical, emotional, or psychological risk so that students and staff can engage in learning and high quality instruction. The Dena Boer School Safety Team conducts quarterly inspections of the school facility each year. Their findings are written and forwarded to the District Maintenance and Operations department, as well as the District Safety Committee. The District Safety Committee meets quarterly to review and monitor site safety matters as indicated in the school inspection reports. Repair orders are issued and safety issues brought into compliance. Our School Safety Team reviews and updates our Safe School Plan annually, reviews with School Site Council and staff, and reports the findings to the School Board for their approval. A copy of the Dena Boer 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 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. 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. Dena Boer is in the first phase of 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	3		26		4		21	1	3	
1	24		4		27		3		25		3	
2	24		3		23		4		26		3	
3	28		3		24		3		19	3	2	
4	31		3		27		3		33		1	1
5	28	1	2	1	26	1	3		21	2	3	
Other**												

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

** “Other” category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5

Title	Number of FTE* Assigned to School
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.4
Other	0.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,583.94	\$1,133.29	\$5,450.65	\$82,003.49
District	N/A	N/A	\$8,761.91	\$78,246.35
Percent Difference - School Site and District	N/A	N/A	-46.6	4.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-31.7	5.5

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

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

Types of Services Funded (Fiscal Year 2018-19)

To date we have not had any limitations to purchasing materials or providing extra time and services to students who are low performing. We will continue to utilize and maximize all resources and staff in providing additional support to low performing students. LCAP and special education funds will all be budgeted to meet the needs of under-performing students. The primary focus of our district community liaison is to communicate with our Spanish parents, translate during parent/teacher conferences, and provide written translation in an effort to increase parent involvement.

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,853	\$49,378
Mid-Range Teacher Salary	\$77,422	\$77,190
Highest Teacher Salary	\$98,651	\$96,607
Average Principal Salary (Elementary)	\$119,797	\$122,074
Average Principal Salary (Middle)	\$128,996	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$172,951	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	17	27	28

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, Thursday minimum day release (approximately 36 each year), 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.
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 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 Capturing Kids Hearts approach.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

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 in-service sessions that are designated for analyzing student progress based on local assessments, staff members will specifically examine their EL students' academic progress. The Learning Director and Principal will meet each trimester to analyze EL student progress; results will be 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.

Second - fifth grade teachers participate in three i-Ready workshops to improve implementation of the program and use to differentiate student learning. Stanislaus County Office of Education Math coaches are working with administrators to observe and provide purposeful feedback to teaching staff. The SCOE team conducts model lessons and focuses on mathematical discourse and best instructional practices with grade level teams. Grade level teams use the Achievement Team Protocol to monitor student progress in math using common formative assessments (i.e. embedded Eureka module assessments).

School staff also receives annual training as required by the district. (Bloodborne Pathogens, Sexual Harassment, Playground Safety, First Aide, Confidentiality, Bullying, Fire Safety, Earthquake Safety, etc.)