

Salida Middle 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	Salida Middle School
Street	5041 Toomes Road
City, State, Zip	Salida, CA 95368
Phone Number	(209) 545-1633
Principal	Diana Crofts
Email Address	dcrofts@salida.k12.ca.us
Website	www.salida.k12.ca.us/Domain/12
County-District-School (CDS) Code	50-71266-6120844

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)

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

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

The focus during the 2018-2019 school year turned toward teacher professional development with an emphasis on "good first instruction," planning for student achievement and the mastery of common core standards. Scheduled weekly collaboration meetings by grade-level and content area are used to give teachers the opportunity to work together, analyze assessment data, identify essential curriculum standards, develop common formative assessments, and prepare instructional units. Salida Middle School also has an outstanding after-school academic support program which is open until 6:00 p.m. daily for students, which not only gives students a place to go but also provides academic support for those who need it.

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

Grade Level	Number of Students
Grade 6	266
Grade 7	299
Grade 8	260
Total Enrollment	825

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
Asian	3.9
Filipino	1.1
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.2
White	17.6
Two or More Races	3.3
Socioeconomically Disadvantaged	73.7
English Learners	17
Students with Disabilities	11.9
Foster Youth	1
Homeless	0.6

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	34	33	31	97
Without Full Credential	1	2	3	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	McGraw Hill Education: California Study Sync (2016) & Flex Literacy (2016)	Yes	0%
Mathematics	Open Up Resources: Illustrative Mathematics (Spring 2018)	Yes	0%
Science	Prentice-Hall: California Science Explorer (2007)	Yes	0%
History-Social Science	National Geographic Learning/CENGAGE: California Middle School Social Studies (Fall 2018)	Yes	0%
Health	Positive Prevention PLUS (2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Salida Middle School's campus is 19 years old with approximately 95,000 square feet of instructional space sits on 20 acres. The facility is designed to be used not only as a school but also serves as a facility for the community. For this reason, the campus has activities virtually every evening, on weekends and during scheduled breaks.

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

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	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	47	45	47	50	50
Mathematics (grades 3-8 and 11)	31	33	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	825	811	98.30	1.70	46.98
Male	416	410	98.56	1.44	43.41
Female	409	401	98.04	1.96	50.62
Black or African American	27	27	100.00	0.00	48.15
American Indian or Alaska Native					
Asian	33	32	96.97	3.03	59.38
Filipino	--	--	--	--	--
Hispanic or Latino	564	552	97.87	2.13	42.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	149	148	99.33	0.67	56.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	28	100.00	0.00	57.14
Socioeconomically Disadvantaged	617	604	97.89	2.11	41.89
English Learners	263	259	98.48	1.52	37.84
Students with Disabilities	97	92	94.85	5.15	13.04
Students Receiving Migrant Education Services	19	19	100.00	0.00	36.84
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	826	816	98.79	1.21	32.76
Male	417	414	99.28	0.72	35.02
Female	409	402	98.29	1.71	30.42
Black or African American	27	27	100.00	0.00	29.63
American Indian or Alaska Native					
Asian	33	32	96.97	3.03	53.13
Filipino	--	--	--	--	--
Hispanic or Latino	564	556	98.58	1.42	27.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	150	150	100.00	0.00	46.00
Two or More Races	28	28	100.00	0.00	35.71
Socioeconomically Disadvantaged	617	608	98.54	1.46	28.17
English Learners	263	261	99.24	0.76	22.99
Students with Disabilities	97	93	95.88	4.12	7.53
Students Receiving Migrant Education Services	19	19	100.00	0.00	42.11

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
7	22.6	24.2	14.5

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)

Salida Middle School benefits from its supportive parents who contribute their time to support programs and activities at our school. SMS strives to meet the needs of parents by providing them with information and educational opportunities. Salida Middle School has a parent club, and parents serve on a variety of school governance and policy committees including the School Site Council, District English Language Advisory Committee, and the School Climate Committee. Salida Middle School provides access to student progress to parents using a secure online "Parent Portal" through our student information system (Aeries). Parents are now able to monitor student grades and attendance at their convenience. Parents support SMS through their involvement in the Parents' Club and School Site Council. The school uses its website and a Facebook page to inform parents of upcoming events and important dates. In addition, the principal holds three open forums: grade level parent meetings with the principal throughout the year. Salida Middle School also has utilizes text messaging and emails to keep parents informed.

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	6.4	7.1	8.4	3.9	3.5	3.3	3.6	3.5	3.5
Expulsions	0.0	0.4	0.1	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is paramount at SMS. Salida Union School District and Salida Middle School are always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated during the 2018 -2019 school year and will be reviewed again in January 2020. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis, Lock-down drills are held three times a year, and a bus evacuation drill is held annually. Fire Drills are held monthly. Students are supervised before and after school and during lunch by certificated and classified staff. All visitors are required to check-in at the main office upon arrival and before departing from campus. There are designated areas for student pick up and drop off. A copy of the Salida Middle School Safety Plan is available at our District Office for public review and on the district website at <https://www.salida.k12.ca.us/domain/1589>.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	4	7	11	27	4	15	4	26	6	14	2
Mathematics	28	5	6	12	27	3	16	2	25	9	11	4
Science	30		18	1	31		11	7	25	5	14	3
Social Science	30	2	7	10	26	5	12	4	27	6	12	4

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
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	\$6,839.37	\$1,106.59	\$5,732.78	\$85,382.16
District	N/A	N/A	\$8,761.91	\$78,246.35
Percent Difference - School Site and District	N/A	N/A	-41.8	8.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-26.8	9.5

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)

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

1. Every 6th-grade student has ninety minutes of English-Language Arts and Math instruction daily.
2. 6th, 7th, and 8th-grade special education resource students are “pushed in” to regular education classes with paraprofessional or resource teacher support during the day.
3. 6th, 7th and 8th-grade resource students unable to adequately progress in regular education classes, but do not need the intervention of a self-contained SDC program receive intensive instructional support through specific intervention and support classes in ELA and Mathematics.
4. SDC students are encouraged mainstream into regular education programs as appropriate.
5. Our electives are provided within a wheel format, where students have access to three different options during the school year which may include, woodshop, home economics, computers, medical detectives, and or music.
6. Pre-Advance Placement classes are offered in grades 7th and 8th-grade ELA, Mathematics, Science and Social Studies.

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	31	39	28

Development of a focused plan to provide targeted professional learning in the following areas will be the focus Salida Middle School staff for the 2017-2020 school years. Professional development will be offered to all teachers and is tied directly to goals established in the School Plan for Student Achievement (SPSA). Professional development will be offered to teachers and support staff in lieu of staff meetings and during early release professional development days (approximately 36 each year). Release time will be offered to teachers as funding is available for professional development opportunities aligned to the School Plan for Student Achievement. Teachers participating in individual professional development opportunities are expected to present what they learned to the SMS staff. Professional development during the 2019-2020 will focus on the following:

1. Implementation of California Common Core Standards to ensure all students are college and career-ready.
2. Creating exceptional learning environments that equitably support and appropriately challenge all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs to utilize integrated technology in a blended learning environment.
5. Closing the achievement gap among White, African American, Students with Disabilities, English Learners, and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students through the Capture Kids Hearts approach.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

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.)