

# Sisk 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
<b>School Name</b>	Sisk Elementary School
<b>Street</b>	5337 Sugar Creek Lane
<b>City, State, Zip</b>	Salida, CA 95368
<b>Phone Number</b>	(209) 545-1671
<b>Principal</b>	Jeri Passalacqua
<b>Email Address</b>	jpassalacqua@salida.k12.ca.us
<b>Website</b>	<a href="https://www.salida.k12.ca.us/sisk">https://www.salida.k12.ca.us/sisk</a>
<b>County-District-School (CDS) Code</b>	50-71266-6106934

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

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

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

Sisk Elementary opened in the fall of 1987; consisting of several portable classrooms. Enrollment in Salida was growing rapidly and Sisk became a permanent school site in summer of 1994; it was surrounded by a subdivision which housed a large number of commuters new to the area. Upon the school's initiation, the staff established our school's mission: "To teach each child the skills necessary for life-long learning". More than twenty years have passed and we remain steadfastly committed to achieving our mission each new school year; employing a variety of strategies and maximizing existing resources to support student success.

One of our key resources is the collective experience and constancy of the teaching staff. Several staff members have taught in Salida for over 20 years. Our academic program maximizes our people and fiscal resources, recognizes and addresses the needs of our diverse population, and focuses consistently on student learning. Parental support is a significant element; we enjoy the full benefits of an active Parent Teacher Group which provides our families opportunities for involvement in school events. We believe in the value of providing children a well-rounded educational experience which includes a comprehensive social/emotional skills program, music program, physical education program, S.T.E.A.M. instructional days, exposure to the fine arts, access to technology, assemblies, and field trips.

Our goal at Sisk Elementary School is that all students achieve at high levels. Sisk Elementary is an educational community of teachers, parents and community members who collaborate to provide students with a balanced education. Our goal is to ensure that every student reads independently and meets grade level standards by 3rd grade. Professional Learning Communities engage in ongoing evaluation of student progress and achievement to refine the instructional program so that students can achieve academic proficiency. Intervention for students who are performing below grade level is provided during school hours. Students access the core curriculum in English Language Arts, ELD, Mathematics, Social Sciences, and Science using state-adopted curriculum programs. The staff members at Sisk School are proud of our students' achievements, and of our academic and extracurricular offerings.

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

Grade Level	Number of Students
<b>Kindergarten</b>	68
<b>Grade 1</b>	48
<b>Grade 2</b>	51
<b>Grade 3</b>	55
<b>Grade 4</b>	54
<b>Grade 5</b>	58
<b>Total Enrollment</b>	334

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
Asian	3.3
Filipino	3.3
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	0.6
White	21.3
Two or More Races	7.2
Socioeconomically Disadvantaged	65
English Learners	28.4
Students with Disabilities	5.1
Foster Youth	1.2
Homeless	0.3

## 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	15	13	13	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)

Sisk School was built in 1994; it consists of two permanent buildings which house the following facilities: twelve classrooms, two special service rooms, office facilities, library, multi-purpose room, and the staff room. Twenty-three portable classrooms are also on site. The entire school is wired for Internet connection with multiple computer terminals in every classroom. The site may be renovated in 2020.

## 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Poor	Ceiling tiles need replaced (rm 1, 5, 23, staff rm); paint wall where TV was removed (rm 4); carpet, baseboard and tile need replacing in portable classrooms (rm 19, 20, 21, 60, 61, 62, 63); repair fabric on walls (rm 24, 65)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Outside light needs repair (rm 1), Fixture light broken (boys restroom), Replace cracked light cover (rm 21)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Sinks, faucets, fixtures need to be repaired or replaced in boys restroom;
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Back step needs repair (rm 17); Dry rot (rm 25, 26, 27)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	45	57	45	47	50	50
Mathematics (grades 3-8 and 11)	42	43	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	173	169	97.69	2.31	57.40
Male	80	78	97.50	2.50	51.28
Female	93	91	97.85	2.15	62.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	100	96.15	3.85	53.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	38	38	100.00	0.00	71.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	122	118	96.72	3.28	50.00
English Learners	62	58	93.55	6.45	46.55
Students with Disabilities	--	--	--	--	--
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	172	172	100.00	0.00	43.02
Male	80	80	100.00	0.00	46.25
Female	92	92	100.00	0.00	40.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	36.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	38	38	100.00	0.00	57.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00	0.00	37.19
English Learners	62	62	100.00	0.00	30.65
Students with Disabilities	--	--	--	--	--
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	19.4	29.0	19.4

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)

Parent involvement in school is important to the success of Sisk students. We welcome and encourage parent participation in site committees, classroom activities, as chaperones on field trips, and as volunteers on special projects. The following committees and programs offer opportunities outside of the classroom for parents to participate in supporting student learning.

~ School Site Council/English Learner Advisory Committee

~ PBIS Site Team

~ Parents and Teachers Group

~ School communication notifying parents of events will be in English and Spanish.

~ Parent/Teacher Conferences, Back to School Night and Open House with interpreters available whenever possible.

~ School Assemblies

~ School to home communication through Class DOJO, auto-calls and texts, website and information site.

~ School website is updated regularly to inform parents of important events.

### 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
<b>Suspensions</b>	1.0	0.5	0.8	3.9	3.5	3.3	3.6	3.5	3.5
<b>Expulsions</b>	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)

Our school's Safe School Plan is designed to provide Sisk families an orderly and purposeful place where students and staff are free to learn and teach without threat of physical, emotional, or psychological harm. Each year our Site Safety Committee reviews the safety plan and makes necessary revisions. The Plan is then reviewed by the School Site Council and site staff and is presented to our School Board for their approval. During the school year our safety committee conducts quarterly site safety inspections and our findings are submitted to the District Safety committee. Our District Safety Committee, inclusive of the site administrator, meets quarterly to review site safety matters and monitor needs as stated in the inspection reports. A copy of the Sisk 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 in a staff meeting with school personnel at the beginning of the school year. Parent/Student and Teacher handbooks are prepared and distributed to staff and students for their review on the first day of each school year. Throughout the school year we practice emergency procedures, including fire drills, earthquake preparedness drills, and lock-down drills per school year. At staff meetings throughout the school year we review safety procedures such as proper yard duty techniques and playground (safety) rules and their enforcement. Sisk is in the first phases of adopting the Positive Behavior Intervention System to address the social/emotional needs of students and to develop a community culture built on shared expectations and language (Respectful, Responsible, and Ready).

## 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		3		19	1	2		23	1	2	
1	28		2		27		2		24		2	
2	26		2		27		2		26		2	
3	25		2		28		2		28		2	
4	32		2		28		2		27		2	
5	26	1	2		24	1	2		29		2	
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
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5

Title	Number of FTE* Assigned to School
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	\$7,144.32	\$1,079.66	\$6,064.66	\$81,333.12
District	N/A	N/A	\$8,761.91	\$78,246.35
Percent Difference - School Site and District	N/A	N/A	-36.4	3.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-21.3	4.7

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. LCFF and special education funds will 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 Director and paraprofessional support personnel; special education aides, site school counselor; elementary PE teachers; elementary music teachers; 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; 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 integrated 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 Reading, Footsteps2Brilliance, Imagine Learning, 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. This supplemental instructional team and our special education staff work together in a Learning Center push-in model. This model allows us to allocate more time for student support and to meet the educational needs of more students. 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 (5-day weeks) in each class.

#### 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

Category	District Amount	State Average For Districts In Same Category
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, 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 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 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 Sisk teachers 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 do model lessons and focus 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.)