

# Salida 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	Salida Elementary School
Street	4519 Finney Road
City, State, Zip	Salida, CA 95368
Phone Number	(209) 545-9394
Principal	Ana M. Garcia
Email Address	agarcia@salida.k12.ca.us
Website	www.salida.k12.ca.us/Domain/9
County-District-School (CDS) Code	50-71266-6053037

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)

### Mission:

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

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

### School Description:

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

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

Grade Level	Number of Students
Kindergarten	84
Grade 1	41
Grade 2	68
Grade 3	50
Grade 4	44
Grade 5	57
Total Enrollment	344

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

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	1.2
Filipino	0.6
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	2
White	11.6
Two or More Races	0.9
Socioeconomically Disadvantaged	77.3
English Learners	52.3
Students with Disabilities	5.2
Foster Youth	0.3
Homeless	0.9

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	13	12	97
Without Full Credential	0	2	2	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	Delta Education: Full Option Science Systems (2007)	Yes	0%
History-Social Science	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)

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

Salida Elementary is a well-maintained and well-utilized site. The full-time lead custodian works with a night custodian who cleans and maintains the facilities daily. The district maintenance team repairs and maintains the grounds and supports the site custodians with major projects. As an example, our student bathrooms are now equipped with fixtures that utilize a sensor; both to avoid spread of bacteria and to conserve water. The damaged ceiling tiles in all of our portable classrooms and some of our permanent classrooms were replaced in the summer of 2014, and the playground area and its equipment is regularly updated by the Headstart and Pre-School programs.

In September of each year, since 2013, the Stanislaus County Office of Education has assigned a facilities inspector to ensure compliance with the Williams Act and we passed all aspects of the inspection and were commended for the excellent upkeep of our facilities. Our most current inspection was carried out in August of 2019; and we again passed all aspects of the inspection with commendations for the excellent upkeep of the facilities; future facilities (Williams) inspections have been waived.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	CR 22 and 23 Wall fabric repaired
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Dry rot outside CR2, Library, and storage shed all repaired in June-July 2019
<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)	42	42	45	47	50	50
Mathematics (grades 3-8 and 11)	33	36	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	154	153	99.35	0.65	41.83
Male	68	67	98.53	1.47	32.84
Female	86	86	100.00	0.00	48.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	127	126	99.21	0.79	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	47.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	127	127	100.00	0.00	40.16
English Learners	97	97	100.00	0.00	43.30
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	14	14	100.00	0.00	42.86
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	153	152	99.35	0.65	35.53
Male	68	67	98.53	1.47	37.31
Female	85	85	100.00	0.00	34.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	126	125	99.21	0.79	35.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	41.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	126	100.00	0.00	33.33
English Learners	97	97	100.00	0.00	37.11
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	14	14	100.00	0.00	28.57

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	15.8	26.3	26.3

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)

Parents are important members of Salida Elementary School's learning community. We rely on volunteers to work in classrooms, coordinate events, chaperone field trips, visit classes as guest speakers, and participate in special events. Every parent is encouraged to join the Staff Parent Association (SPA), which meets each month. Our parents' club, SPA, organizes community-building events such as Bingo and Movie nights; they sponsor our J-Day and Talent Show, and they support our classrooms and library. Their fund raising goals support educationally enriching field trips and classroom technology. You can contact our "SPA" by e-mail for more information at [salidaspa@yahoo.com](mailto:salidaspa@yahoo.com). We appreciate our Salida Families.

Families are also invited to attend our spirit and awards assemblies where we celebrate students meeting and exceeding their personal goals, positive social skills, and academic excellence. Musical performances are scheduled two times each year to provide families a time to enjoy with their students the musical skills they learn at school. All of our staff can be reached through our school office, parents are welcome to come in or call our office at (209) 545-9394, or look for our School Website at [www.salida.k12.ca.us/Domain/9](http://www.salida.k12.ca.us/Domain/9).

### 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	2.9	1.9	1.4	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)

Our Safety Committee revises and updates the site's Safe School Plan each fall. Staff review the updates and then the SSC reviews and approves the plan. The plan focuses on supporting student learning by providing a safe environment, teaching students strategies for solving social conflicts, determining ways to address student emotional concerns, and making healthy life choices.

Our parent and student surveys ask families to rate our school's safety. Using the results of parent, teacher, and district Healthy Kids Surveys, we determine the effectiveness of our safety programs and the needs of our students. With this input, we implement site procedures; address needed physical site improvements, and modify our programs. Each student has access to a parent/student handbook at the beginning of the year, explaining procedures and academic and behavior expectations.

In 2018-2019 Salida Elementary implemented the Positive Behavior Intervention and Support framework to address the social/emotional needs of students and to develop a community culture built on shared expectations and language (the “3 Rs”: be Respectful, be Responsible, and be Ready). We have in place monthly fire drill practice, earthquake preparedness drills and lock-down procedures. Each classroom is also supplied with a “Lock-down” preparedness bucket. This bucket contains the basic supplies that would be necessary to sustain a lengthy lock down on our school campus. A copy of the Salida Elementary School Safety Plan is available at our District Office for public review and on the district website at <https://www.salida.k12.ca.us/domain/1589>.

To emphasize the importance of actions that lead to a safe school environment students are recognized for exhibiting positive citizenship at awards assemblies and in the daily announcements. Visitors to our campus follow very specific check-in and check-out procedures in our office using the Raptor data base system. Staff members provide supervision for students upon their arrival at school and at dismissal time. We offer an after-school program that provides extended learning opportunities and a safe setting when parents are unable to provide these. And we practice emergency procedure drills on a monthly basis to ensure that students and staff have a clear plan of action in case of an emergency situation.

## 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	2		18	2	1		21	2	2	
1	24		2		20	2	1		21	1	1	
2	24		2		25		2		23		3	
3	29		2		22		2		25		2	
4	26		2		29		2		22		2	
5	24	1	2		25		2		29		2	
Other**					12	1						

\*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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Psychologist</b>	0.4
<b>Social Worker</b>	0.0
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	0.6
<b>Resource Specialist (non-teaching)</b>	0.4
<b>Other</b>	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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$8,369.98	\$1,649.18	\$6,720.80	\$84,206.54
<b>District</b>	N/A	N/A	\$8,761.91	\$78,246.35
<b>Percent Difference - School Site and District</b>	N/A	N/A	-26.4	7.3
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-11.0	8.1

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)**

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

English Language Arts is a priority and we strive for continuous improvement by maximizing the use of state-adopted, research based programs; participation in training, workshops, data analysis, and the use of community resources. Salida Elementary teachers have received training on the implementation of iReady, a supplemental program, and the use of its data options to drive interventions. Teachers in our District have been trained on the implementation of Close Reading strategies and they work collaboratively to design writing lessons that are aligned with CCSS writing standards, and developing lessons for our Language Arts program (Benchmark). Using categorical funds we have developed and implemented a learning center model; the LC staff in conjunction with classroom teachers plan strategic interventions utilizing the named programs, to differentiate Language Arts/Reading instruction at every grade level. Strategic interventions for English Learners also include an after-school program offered by Migrant Education, for migrant-eligible students in first through fifth grades; approximately 37 students. Migrant Ed also funds 30 hours of in-school tutoring for the same students. One tutor is assigned to Salida Elementary and the hours are spread among all grade levels. Students receive small and whole group vocabulary instruction in their classrooms to support development of listening and speaking skills. Every English Learner receives instruction by a credentialed teacher certified to differentiate instruction to support English Language Development as well as additional support utilizing computer programs, or our intervention by our Learning Center staff.

The Foss inquiry-based science program expands on students' natural curiosity and desire to connect with their world. Staff participated in a 3-day Foss training during the first year that we implemented this hands on program. Teachers keep current on their own science knowledge through courses and ongoing training. For eight years, we worked with retired Modesto Junior College professor, Lynn Hansen, through the TOPS (Teaching Opportunities for Partners in Science) program. Some of the activities they brought to us include: first graders dissecting squid; second graders experimenting with force and gravity; third graders exploring secret formulas; fourth graders building watershed models; and fifth graders creating anemometers and barometers. While Professor Hansen is no longer able to teach the classes, our teachers continue to teach these units to their students.

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

#### 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 dedicated 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 students in subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, para-professionals, 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. Training topics are selected based on their proven effectiveness, basis in sound research practices, and sustainability over time. Training is provided through sub release days, Thursday 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.
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 within a blended  
1. learning environment.
5. Closing the achievement gap among White, Hispanic, African American, Students with Disabilities, English learners and English  
2. only students.
6. Fostering and supporting collegiality that leads to an environment of collaboration and shared responsibility for student learning.
7. Integrating social/emotional learning for students by implementing PBIS.
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 Center Teacher 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 Salida Elementary hold their CLAD credential or its equivalent. Salida Union School District is presently in Program Improvement and has reserved funds for staff development accordingly, for District and site Staff.

Second - fifth grade teachers participate in three i-Ready workshops to improve implementation of the program and its use to differentiate student learning. Grade level teams use the Achievement Team Protocol to monitor student progress in math using common formative assessments (i.e. embedded ENY module assessments). And site administrators participate in professional development focused on identifying good first instructional practices, observations protocols, and effective teacher feedback. Training is facilitated by Stanislaus County Office of Education math coaches.

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.)