Dena Boer Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Dena Boer Elementary School
Street	4801 Gold Valley Rd
City, State, Zip	Salida, CA 95368
Phone Number	(209) 543-8163
Principal	Katie Biggs
Email Address	kbiggs@salida.k12.ca.us
School Website	https://www.salida.k12.ca.us/DB
County-District-School (CDS) Code	50-71266-6113823

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. 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. The campus is undergoing modernization with nine new modular classrooms and a new library-media center.

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. S.O.A.R., the Dena Boer After School Program, was recognized as the number one program in Stanislaus County. The ASP program typically provides quality after school services for approximately 140 students each day. Each month we celebrate our school community, state, and country at Assemblies 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 sports activities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	70
Grade 2	66
Grade 3	75
Grade 4	74
Grade 5	78
Total Enrollment	463

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.9%
Asian	2.4%
Black or African American	1.5%
Filipino	1.3%
Hispanic or Latino	69.1%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	2.6%
White	17.5%
English Learners	30.2%
Foster Youth	0.6%
Homeless	0.9%
Migrant	1.3%
Socioeconomically Disadvantaged	74.7%
Students with Disabilities	10.2%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	100.00	129.90	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	7.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	1.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.55	12115.80	4.41
Unknown	0.00	0.00	6.60	4.44	18854.30	6.86
Total Teaching Positions	21.00	100.00	149.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	91.95	131.40	85.61	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.60	8.00	5.21	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	3.45	4.70	3.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.20	0.81	11953.10	4.28
Unknown	0.00	0.00	8.00	5.27	15831.90	5.67
Total Teaching Positions	21.70	100.00	153.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each pupil in the district, in kindergarten through grade eight, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas: History/social science; Mathematics; Reading/language arts; Science. The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531. Selection of materials is done by school staff during the preview year prior to adoption. Committees are created with subject area experts from the staff and make a recommendation to the school board for approval.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	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	Discovery Education: Science Techbook (2021)	Yes	0%
History-Social Science	Studies Weekly: California Studies Weekly (2018)	Yes	0%
Foreign Language	N/A		N/A
Health	Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Dena Boer School was built in 1997. The school consists of sixteen classrooms housed in two permanent classroom buildings, one multi-purpose cafeteria, one library, and adjoining office/staff area plus twelve 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. In 2022, another modernization project replaced 11 older portables with 9 new modular buildings and a library media center.

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Missing acoustic tile in Cafeteria.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Carpet stained in Staff Room
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cabinet door worn out in Kindergarten restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	45	42	41	47	46
Mathematics (grades 3-8 and 11)	44	40	28	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	222	98.23	1.77	44.59
Female	120	119	99.17	0.83	47.06
Male	106	103	97.17	2.83	41.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	149	146	97.99	2.01	41.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	50	49	98.00	2.00	53.06
English Learners	64	62	96.88	3.12	19.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	171	99.42	0.58	42.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	19.35

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	224	99.12	0.88	40.18
Female	120	119	99.17	0.83	36.97
Male	106	105	99.06	0.94	43.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	149	148	99.33	0.67	33.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	50	49	98.00	2.00	48.98
English Learners	64	64	100.00	0.00	20.31
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	171	99.42	0.58	38.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	16.13

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.23	35.53	21.71	24.03	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	77	97.47	2.53	35.06
Female	44	43	97.73	2.27	34.88
Male	35	34	97.14	2.86	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	18	16	88.89	11.11	37.50
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	58	96.67	3.33	32.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.4%	97.4%	98.7%	98.7%	98.7%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. In a typical year, 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, Parent Square 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 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	483	154	31.9
Female	253	247	77	31.2
Male	243	236	77	32.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	12	11	2	18.2
Black or African American	9	8	5	62.5
Filipino	7	6	1	16.7
Hispanic or Latino	343	334	98	29.3
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	12	12	6	50.0
White	86	85	26	30.6
English Learners	149	144	41	28.5
Foster Youth	3	3	3	100.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	379	370	126	34.1
Students Receiving Migrant Education Services	6	6	2	33.3
Students with Disabilities	65	61	26	42.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.40	0.00	0.09	3.63	3.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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. A copy of the plan is given to Salida Fire Department, Modesto Fire Department, Stanislaus County Sheriff's Office, and the Modesto Police Department for review.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	42		1	2
2	24		3	
3	26		3	
4	24		3	
5	27		3	
Other	11	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	20	3		
2	22		3	
3	20	3		
4	24		3	
5	24		3	
Other	11	5		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	463

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,463.10	$2,389.63	$8,073.48	$91,332.49
District	N/A	N/A	$10,177.31	$93,577
Percent Difference - School Site and District	N/A	N/A	-23.1	2.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	6.0	3.4

Fiscal Year 2022-23 Types of Services Funded

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, Footsteps2Brillance 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,046	$54,046
Mid-Range Teacher Salary	$89,896	$84,515
Highest Teacher Salary	$114,544	$110,867
Average Principal Salary (Elementary)	$134,060	$136,841
Average Principal Salary (Middle)	$136,070	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$199,222	$217,473
Percent of Budget for Teacher Salaries	31.78%	32.43%
Percent of Budget for Administrative Salaries	6.24%	5.62%

Professional Development

Salida Union School District is committed to focused professional development which is aligned to the district's Instructional Focus Plan. The goals are to ensure each student is: proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, paraprofessionals, and after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and

Professional Development

sustainability over time.   Training is provided through sub release days, Wednesday minimum day release, pre-service work days and summer institute.

Professional development over the next three years will focus on:

1. Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs and to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among white, Hispanic, African American, Students with Disabilities, English learners and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students through the Positive Behavior Intervention System (PBIS) with three tiers of support.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success (PBIS Tier 1).

To aide classroom teachers in differentiating instruction for English Learners, each staff member is provided with an academic profile for each EL student assigned to his/her class. During teacher professional learning designated for analyzing student progress based on local assessments, staff members examine their EL students' academic progress. The Learning Director and Principal will meet each trimester to analyze EL student progress; results are shared with the classroom teachers. To aide in addressing the needs of English learners, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently 100% of teachers at Dena Boer Elementary hold their CLAD credential or its equivalent.

TK - fifth grade teachers have participated in technology training to provide a robust, and technology enhanced learning experience. Teachers continue to participate in i-Ready workshops to improve implementation of the program and to differentiate student learning in reading. Stanislaus County Office of Education Math coaches are working with administrators to observe and provide purposeful feedback to teaching staff. The SCOE team provides training focused on best instructional practices with grade level teams. Grade level teams continue to analyze data to monitor student progress in reading (Oral Reading Records, Lexile Levels) and mathematics using RAMP formative assessments to address foundational learning and scaffold instruction for successful grade level learning.

School staff also receives annual training as required by the district. (COVID-19 Training & Safety, Bloodborne Pathogens, Sexual Harassment, Playground Safety, First Aide, Confidentiality, Bullying, Fire Safety, Earthquake Safety, etc.)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	32	37