

Sisk 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	Sisk Elementary School
Street	5337 Sugar Creek Ln
City, State, Zip	Salida, CA 95368
Phone Number	(209) 545-1671
Principal	Katie Cantu
Email Address	kcantu@salida.k12.ca.us
School Website	https://www.salida.k12.ca.us/Sisk
County-District-School (CDS) Code	50-71266-6106934

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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". Almost thirty 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. While such events were postponed due to COVID-related guidelines, we were able to gradually start welcoming parent participation again during the 2021-2022 school year and have since fully resumed all opportunities. 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	36
Grade 2	44
Grade 3	46
Grade 4	48
Grade 5	44
Total Enrollment	286

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	5.9%
Black or African American	1.7%
Filipino	3.8%
Hispanic or Latino	63.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	7.3%
White	16.4%
English Learners	23.4%
Homeless	1%
Socioeconomically Disadvantaged	64%
Students with Disabilities	4.9%

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

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)	13.00	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	13.00	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)	12.00	87.27	131.40	85.61	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	7.27	8.00	5.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	5.45	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	13.70	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	13.3
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	6.2

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

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, music room, multi-purpose room, and the staff room. Fifteen portable classrooms are also on site. The entire school is wired for Internet connection with multiple computer terminals in every classroom and 1:1 devices in 1st-5th grades.

In 2021, the school was modernized. Modernization included installation of ceramic fences, widened sidewalks along front of the school, single point of entry in main office, remodeled student and staff bathrooms, added a new library building, shade structure and drinking fountains.

Year and month of the most recent FIT report	December 2023
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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			Replace loose carpet in Room 12. Missing light lens in Room 63. Replace stained acoustic tile in Band room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			East Girls Restroom: Door threshold loose.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair hole in board between portable buildings.

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)	39	36	42	41	47	46
Mathematics (grades 3-8 and 11)	33	37	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	134	132	98.51	1.49	35.61
Female	72	71	98.61	1.39	40.85
Male	62	61	98.39	1.61	29.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	83	97.65	2.35	28.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	25	25	100.00	0.00	44.00
English Learners	30	28	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	92	97.87	2.13	33.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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	134	134	100.00	0.00	37.31
Female	72	72	100.00	0.00	33.33
Male	62	62	100.00	0.00	41.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	25	25	100.00	0.00	36.00
English Learners	30	30	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	94	100.00	0.00	34.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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)	26.09	27.27	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	44	44	100.00	0.00	27.27
Female	25	25	100.00	0.00	24.00
Male	19	19	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	27.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	27.59
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	97.7%	95.5%	97.7%	97.7%	97.7%

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

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
- ~ Parent and Teacher 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 Parent Square (auto-calls, texts, emails, and posts on the ParentSquare app and website)
- ~ School website is updated regularly to inform parents of important events

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	304	300	56	18.7
Female	140	140	25	17.9
Male	164	160	31	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	18	18	5	27.8
Black or African American	5	5	1	20.0
Filipino	11	11	1	9.1
Hispanic or Latino	196	193	41	21.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	21	21	4	19.0
White	47	47	4	8.5
English Learners	69	69	13	18.8
Foster Youth	0	0	0	0.0
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	209	206	43	20.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	24	23	3	13.0

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	0.95	0.66	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	0.66	0
Female	0.71	0
Male	0.61	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	0.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.76	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our School Safety 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 in February. 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 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/1909>. Copies of the Safety Plan are given to Modesto Police Department, Modesto Fire Department, Stanislaus County Sheriff Department, and Stanislaus County Fire Department for their review and keeping.

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 at the beginning of each school year. Throughout the school year we practice emergency procedures, including fire drills, earthquake preparedness drills, and lock-down drills. 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 also implements a Positive Behavior Intervention and Supports 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).

Sisk Elementary continues to follow all local and State guidelines pertaining to COVID-19 precautions.

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	17	1	2	
1	25		2	
2	23		2	
3	25		2	
4	21	1	1	
5	27		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	18	3		
1	23		2	
2	25		2	
3	23		2	
4	24		2	
5	21		2	
Other	3	3		

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
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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	286

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	
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	\$10,102.51	\$1,449.09	\$8,653.42	\$88,623.36
District	N/A	N/A	\$10,177.31	\$93,577
Percent Difference - School Site and District	N/A	N/A	-16.2	-0.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	12.9	0.4

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. 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 teacher (50%) and paraprofessional; District special education staff; 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 2.5 days per week; Adaptive PE teacher; School Psychologist; 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 and Designated English Language Development and reading intervention when identified. English Learners receive reading intervention from a credentialed teacher. Curriculum resources including, but not limited to, Benchmark Advance Reading, Footsteps2Brilliance, Imagine Learning, and i-Ready are 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.

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 and 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 proven effectiveness, basis in sound research practices, and sustainability over time. Training is provided through sub release days, Wednesday minimum day release, pre-service work

Professional Development

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.

To aid 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 aid 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 Sisk Elementary hold their CLAD credential or its equivalent.

TK - 5th 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