Terry 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	Terry Elementary School
Street	12906 South Fowler Ave.
City, State, Zip	Selma, Ca, 93662-9532
Phone Number	559-898-6710
Principal	Mrs. Rosa Baly
Email Address	rbaly@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	106924306007322

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

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

Terry Elementary is one of eleven schools in the Selma Unified School District. Currently we have a total of 201 students enrolled in grades Kindergarten through sixth grade. Terry Elementary is a rural school with a diverse population. The mission of Terry Elementary follows the "SAIL" acronym: Succeed with the power of positive thinking; Achieve beyond expectation; Impact our community; and Lead positively with great character; "SAIL" – weather the storms in life. Equally important to building strong character in our students our academic program facilitates the development of foundational skills and the application of higher order thinking skills. Through the integration of academics, values, leadership opportunities, and social interaction, students are provided with the opportunities to reach their potential as w ell as acquire the necessary skills to compete in the 21st century and become contributing members of society. Our team of teachers and support staff are dedicated to provide exemplary programs, services and activities consistent with the Common Core State Standards (CCSS). Teachers adhere to teaching the grade level standards and use frequent formative assessments to monitor student growth towards mastering the necessary skills at that grade level.

Technology is also an integral part of instruction. Teachers have been able to integrate technology in several ways to improve student learning through the use of web-based programs which assist with reading, writing, math and science. The most important aspect is that technology integration has become a standard in reinforcing concepts and skills, as well as assessing student learning. Our current Chromebook ratio is 1:1. Our priortiy has been to make sure every student has access to a chromebook daily.

Based on the 2019-20 data, 53% of our students are classified as English Language Learners (EL's). In order to ensure our EL's are making academic gains, as w ell as advancing towards proficiency in English, students are deployed based on their English Proficiency Level for English Language Development 30 minutes daily. Teachers build their lessons using the CA ELD standards, incorporate content and language objectives, as well as use various strategies to support student learning for our EL's across all content areas. Student progress is monitored through the ELPAC (English Language Proficiency Assessment for California).

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	24
Grade 2	20
Grade 3	26
Grade 4	28
Grade 5	32
Grade 6	31
Total Enrollment	186

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	4.3
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.5
White	6.5
Two or More Races	1.1
Socioeconomically Disadvantaged	92.5
English Learners	52.2
Students with Disabilities	16.1
Foster Youth	0.5
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	11	10.5	324
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State-adopted textbooks are supplied to each student at Terry School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Benchmark Advance, published by Benchmark Education, as its Reading/Language Arts/ELD core curriculum in grades TK-5; and Study Sync, published by McGraw -Hill Education has been adopted for grades 6-8. Textbooks and supplemental instructional materials were purchased in 2017 for use in the 2017-2018 school year and subsequent school years.	Yes	0.0 %
Mathematics	State adopted textbooks are supplied to each student at Terry School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Go Math! as its Mathematics core curriculum in grades K-6. The K-6 curriculum is published by Houghton-Mifflin/Harcourt. This textbook series is aligned to the California Common Core State Standards (CCCSS). Textbooks and supplemental instructional materials w ere purchased in 2014 for use in the 2014-15 school year and subsequent school years.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	State adopted textbooks are supplied to each student at Terry School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, California Science, published by Scott-Foresman, for its TK-6 core Science curriculum. Textbooks and supplemental instructional materials were purchased in 2007 for use in the 2007-08 school year and subsequent school years.	Yes	0.0 %
History-Social Science	State adopted textbooks are supplied to each student at Terry School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs History Social Studies for California in grades TK-5, published by Scott-Foresman and My World History published by Pearson for 6th grade. For grades TK-5, textbooks and supplemental instructional materials were purchased in 2006 for use in the 2006-2007 school year and subsequent years; for Grade 6, textbooks w ere purchased in 2016 for use in the 2016-2017 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Some exits and exit signs are partially obstructed.

No major facility projects are planned.

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: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	boys RR: peeling plaster
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	11: cord across floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	boys RR: peeling plaster
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	7/8: door partially blocked
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	44	44	44	50	50
Mathematics (grades 3-8 and 11)	24	25	23	24	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	113	108	95.58	4.42	43.52
Male	53	51	96.23	3.77	41.18
Female	60	57	95.00	5.00	45.61
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	100	95	95.00	5.00	41.05
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	105	100	95.24	4.76	45.00
English Learners	73	69	94.52	5.48	36.23
Students with Disabilities	19	19	100.00	0.00	15.79
Students Receiving Migrant Education Services	13	12	92.31	7.69	41.67
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	113	109	96.46	3.54	24.77
Male	53	51	96.23	3.77	19.61
Female	60	58	96.67	3.33	29.31
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	100	96	96.00	4.00	23.96
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	105	101	96.19	3.81	23.76
English Learners	73	70	95.89	4.11	22.86
Students with Disabilities	19	19	100.00	0.00	15.79
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38

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	28.6	35.7	17.9

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)

Effective family school partnerships are crucial to the success of the school as well as students. We know that when parents are involved in their child's education, it has a significant impact on student achievement, as well as a child's social and emotional growth. In order to establish effective and strong partnerships, it is important for our families to feel valued and respected, as well as connected to our school. As a site, we accomplish this through offering our parents various opportunities to be involved with our school. In addition to parent involvement opportunities, we also offer various trainings and workshops throughout the year to empower our parents. We will continue to offer parents the opportunity to participate in the PIQE Program (Parent Institute for Quality Education). The goal of this program is to engage, empower, and transform parents to actively engage in their children's education as well as to strengthen parent-school collaboration. This is a nine-week program in which parents attend on a weekly basis for 1.5 hrs. - 2hrs. We have also partnered with the Selma Neighborhood Resource Center to share the type of resources they offer as well as present to parents. Some of the topics they will cover this year include: Vaping Awareness, Fatherhood, and Anger Management.

Parents involved in our school site committees also have the opportunity to attend the California Association of Bilingual Educators (CABE) as well as local workshops sponsored by colleges as w ell as Fresno County Superintendent of Schools.

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	4.4	3.2	2.5	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of having a Safe School Plan is to have a plan in place which helps prevent, protect, and respond to emergencies that may arise on campus. A Safe School Plan also requires having many preventative measures in place for children's mental and emotional issues as well as a comprehensive approach to early identification of all warning signs that may lead to violence toward self or others. All staff, parents, and members of the community must be part of revising and updating this plan annually. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, including a comprehensive crisis plan. Fire drills are conducted monthly, earthquake drills are conducted quarterly, and lock down/intruder drills are conducted twice per semester. In addition, we have annual inspections conducted by the Fresno Fire County Fire Department and also work with the Sheriff's Department to review lock down drills. The Raptor Visitor Management System is used throughout the district to ensure staff and student safety. This is a web-based visitor management system designed to screen visitors against sex offender registries in every state and against each school's database for custody issues and other customized alerts.
At Terry school we strive to promote a safe and healthy learning environment. We minimize all threats and hazards to staff and student safety through vigilance, training, practice, and systems that we have in place.

Each SUSD facility and the administrative site will have a Safe School Leadership Team (SSLT) to take charge of emergencies, respond effectively and efficiently, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Principal and/or designee, administrative assistant, school nurse, SRO (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

Our school site safety plan will be reviewed with our SSC in January of 2020. Areas to be addressed include: review of disaster procedures as well as discuss the new laws in regards to discipline. The following stakeholders will have the opportunity to provide input on the site plan: certificated and classified staff, School Site Council, parents as well as students.

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	20	1			24		1		25		1	
1	21		2		19	1			24		1	
2	23		1		21	1	1		10	2		
3	12	1	1		23		1		13	1	1	
4	31		1		15	1	1		14	1	1	
5	32		1		32		1		16	1	1	
6	13	1	1		32		1		31		1	
Other**	2	1			2	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

*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)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15257	2740	12517	83690
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	22.2	3.8
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	50.0	7.0

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)

Terry Elementary School provides a variety of programs and supplemental services for students at the Tier II and Tier III level. During the 2018-19 school year identified students were able to receive additional support in the area of reading, writing as well as behavioral support. These additional services were funded through LCFF (Local Control Funding Formula) as well as Title I funding. With these funds we were able to continue to fund a 1.0 FTE (Full Time Equivalent) teacher to provide Tier II reading support, and an 80% retired teacher to support students at the Tier III level for needs in basic reading skills as well as comprehension. Our support staff utilizes various programs which help the specific needs of our students. Those programs include: Read Naturally, Reading Recovery, SNAP, Lindamood-Bell programs that help address phonemic awareness, reading comprehension, as well as fluency. Additionally, Terry receives ASES (After School Education and Safety Program) grant money which has enabled us to offer our parents an after school program. Approximately 45% of our students participate in our after school program. Through this program students have access to music lessons, art lessons, homework support, tutoring, running a produce market, as well as participating in special projects. During the 2018-19 school year interested students designed and sewed blankets. These blankets were donated to the residents of the Selma Convalescent Home.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$49,084
Mid-Range Teacher Salary	$	$76,091
Highest Teacher Salary	$	$95,728
Average Principal Salary (Elementary)	$	$118,990
Average Principal Salary (Middle)	$	$125,674
Average Principal Salary (High)	$	$137,589
Superintendent Salary	$	$230,096
Percent of Budget for Teacher Salaries	35%	35%
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	3	7	10

Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).

The primary focus at Terry Elementary has been to ensure our students have strong reading foundation skills, strong reading comprehension, as well as a solid conceptual understanding, skills and fluency in math. Equally important is the social and well-being of every student. These targeted areas have been selected based on the various assessments administered throughout the years. At Terry we use the Basic Phonics Skills Test (BPST), district and curriculum benchmark assessments for both reading and math, fluency assessments, Developmental Reading Assessment (DRA), common formative assessments, the CA Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for CA (ELPAC) and observational notes. These assessments/notes are used to monitor student progress as well as help us determine specific areas of need for students who may be struggling academically. A big emphasis has been early literacy development in which teachers have received support with guided reading groups as well as small reading groups. Teachers have had the opportunity to attend full day trainings as well as half day trainings in our district and on our site. This past summer four of our teachers had the opportunity to attend the San Joaquin Valley Math Project. The emphasis of this institute was to help teachers build skills to effectively lead PLC's , examine the research behind the powerful instructional approaches such as Cognitively Guided Instruction (CGI), problem-based learning, lesson study, as well as learn effective ways to link the CA CCSS-Mathematics standards with instruction and assessment.

Each of our grade levels have also participated in the New Science Standards Generation (NGSS) trainings offered by Fresno County Superintendent of Schools. These trainings have helped teachers become better versed with the new science standards and the best instructional practices for teaching science. After teachers participate in trainings, they have the opportunity to present their new learning to the staff, they follow up with district coaches, and use the information to drive the PLC meetings that are held weekly. Several our teachers also completed six S.E.A.L (Social, Emotional, and Academic Learning) modules during the course of the year.