

James Garfield 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	James Garfield Elementary School
Street	2535 B St.
City, State, Zip	Selma, Ca, 93662-3108
Phone Number	559-898-6740
Principal	Mrs. Monica Chapa
Email Address	mchapa@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	624306007298

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)

Garfield School is located in rural Selma, in the Central Valley of California. Garfield School is a high-poverty, Provision II School, with 100% of our students participating in the free lunch program. Of the 238 students enrolled at Garfield, 220 are Hispanic, 12 are Caucasian, 3 are Asian, 1 is African American, and 1 is Multi-Ethnic. Currently, English Learners comprise 27% of our population. Other services provided at Garfield are the resource specialist program, speech, migrant, mental health services, behavior support and reading and math intervention.

There are a total of 12 certificated classroom teachers, 10 of whom serve in a general education setting, 1 RSP teacher and 1 Teacher on Special Assignment/Reading Intervention teacher. Certificated, itinerant teachers include a school psychologist, a speech therapist, and a teacher librarian; all teachers are BCLAD or CLAD certified and highly qualified. There are 4 instructional aides, one of whom assists with RSP students, 2 of which support in kindergarten classrooms, and one of whom assists with Speech. A positive behavior aide works on site to support our PBIS implementation. The administration team includes a Principal and Program Manager.

The mission of Garfield Elementary School is to provide every student with access to appropriate grade level instruction, differentiate to specific needs, thereby providing each student the opportunity to achieve academically and socially in order attain the goal of being a productive, contributing adult member of society. Garfield teachers focus on exemplary first instruction to ensure all state-adopted standards are mastered. By using data, including state assessments, district assessments and progress monitoring tools, and other assessments, students are provided with necessary interventions.

Garfield participates in Multi-Tiered Systems of Supports (MTSS), which is an educational framework designed to identify students who may be at-risk of substandard academic and/or behavior performance. Academic and Behavior interventions and supports are available to target students' needs, as well as to all students. A team-based decision making process is utilized for the following: gathering accurate, reliable data, using data to adjust instruction, establishing and managing increasingly intensive tiers of support, evaluating the process at all tiers to ensure the system is working.

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

Grade Level	Number of Students
Kindergarten	47
Grade 1	26
Grade 2	36
Grade 3	43
Grade 4	32
Grade 5	33
Grade 6	33
Total Enrollment	250

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.2
Hispanic or Latino	92.8
White	4.8
Two or More Races	0.4
Socioeconomically Disadvantaged	87.2
English Learners	34.4
Students with Disabilities	17.6
Homeless	1.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	13	13.5	324
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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 Garfield 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 Garfield 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 (CCSS). Textbooks and supplemental instructional materials were 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 Garfield 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 Garfield 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 were 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 doors and fire extinguishers are partially obstructed; some rooms have clutter on the floors.

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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	7: electrical cords across floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Office: fire extinguisher not easily accessible.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	65	71	44	44	50	50
Mathematics (grades 3-8 and 11)	44	46	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	132	131	99.24	0.76	70.99
Male	70	69	98.57	1.43	65.22
Female	62	62	100.00	0.00	77.42
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	121	120	99.17	0.83	68.33
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	119	118	99.16	0.84	68.64
English Learners	58	57	98.28	1.72	56.14
Students with Disabilities	26	26	100.00	0.00	42.31
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	132	99.25	0.75	46.21
Male	70	69	98.57	1.43	47.83
Female	63	63	100.00	0.00	44.44
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	122	121	99.18	0.82	45.45
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	120	119	99.17	0.83	46.22
English Learners	59	58	98.31	1.69	32.76
Students with Disabilities	27	27	100.00	0.00	14.81
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	12.5	28.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community are supportive of the educational programs at Garfield. Involvement opportunities include: Parents Club, classroom volunteers, English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Engagement and Learning Opportunities, Family Literacy Night, Family Movie Night, Family Dance, Cookies and Cocoa, Carnival, Fieldtrips, Jog-a-thon, Back to School Night, Open House and more.

Partnerships include: Cool Air Specialties, Glacier Ice, Sal's Mexican Restaurant, EECU, Selma Auto Mall, Wal-Mart, Disney, Take it by Force Ministries, Jack in the Box, Rosa's Pizza, Freeway Lanes, Selma Police Department, Selma Fire Department, Selma Cares, Selma Lionesses, Big Brothers Big Sisters, Teaching Fellow s, CSU Fresno, Reedley College, Selma Rotary, Selma Baptist Church, and more. We continue to maintain strong ties with our community.

If you would like to participate at Garfield School, please contact Program Manager, April Baca, 559-898-6740.

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	1.2	0.4	0.7	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 Safety Plan is revised and updated annually, with the most recent revision in January 2020. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, including a comprehensive crisis plan. Fire Drills, lockdown, earthquake drills, and bus evacuation are practiced routinely.

To ensure student safety, staff members supervise students at all times before and after school and during recesses and lunch. Staff members are equipped with walkie-talkies to be able to inform the office of any emergency.

All visitors to the campus are required to check in at the school office and must wear the proper identification badge at all times. Selma Unified utilizes a digital visitor management system titled Raptor Technologies, which screens for all visitors, including sex offenders, custody issues, and banned visitors. The system scans the visitor's ID card to monitor who is in the building and notes purpose for the visit, location of the visit, and who the visitor is visiting.

Selma Unified utilizes SPRIGEO at every school site. SPRIGEO is an electronic platform that gives students and their parents the tool to report bullying and other safety concerns anonymously through a link on the school website. All students should feel safe at school and in their community. This program provides children and parents a confidential reporting option, in addition to our open-door policy to report concerns of bullying. SPRIGEO notifies administrators through emails and texts to alert them of reported incidents. This program also stores the incident report in a secure online database, which provides school organizations with an efficient method of tracking and analyzing reports.

Garfield students have received antibullying support training via an assembly titled Boxout Bullying, which also included a student survey component.

Statistics show that nearly 75% of students experience bullying on a daily basis, and about 65% of bullying incidents go unreported. 160,000 students in America skip school on a daily basis because they don't feel safe. We continue to partner with our district and community to address bullying. Garfield implements a bully prevention curriculum, Expect Respect. We teach and review school-wide behavior expectations, provide student and staff training, and provide anti-bullying assemblies to continue to support our students and staff in this area.

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	24		1		25		1		24		2	
1	11	3			18	2			26		1	
2	14	3			9	4			18	2		
3	23		2		19	2			14	2	1	
4	17	1	1		17	1	1		32		1	
5	32		1		17	1	1		17	1	1	
6	16	1	1		17	1	1		17	1	1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

*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	17025	2583	14442	86151
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	36.2	6.7
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	63.2	9.9

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)

Garfield Elementary School provides a myriad of programs and supplemental services.

During the school day, we provide Multi-Tiered Systems of Support for all students in grades kindergarten through 6th grade. Academic tiered services are provided via classroom teachers, a supplemental Tier II intervention teacher, and the resource specialist teacher and support aide providing Tier III support. Additionally, speech needs are met with support from the Speech Language Pathologist and aide. Students' academic services are selected primarily utilizing the progress monitoring tool STAR Early Literacy and STAR Reading and Math. Multi-Tiered Systems of Supports provides for differentiated instruction and academic support based on student performance and data. Additionally, tiered services are available for students who need behavior support. Garfield utilizes the framework Positive Behavior Intervention Supports (PBIS). Data is used to provide student interventions, services, and supports. Garfield staff members teach school-wide expectations to emphasize expected behaviors and reward positive choices. Student services include support from all staff, including a Positive Behavior Intervention aide, a School Psychologist, Site Administration, and support from district mental health staff and outside agencies.

Grade K-2 students participate in various web-based programs, including RAZ Kids reading, Pebble Go, Epic, Overdrive, Google Classroom, Sumdog Math, Prodigy, GoNoodle, Tynker, and other web-based programs that support both ELA and Math. K-2 students have access to Chromebooks and iPads. Students in grades 3-6 use Chromebooks, improving reading comprehension and fluency skills through a web-based reading program titled Achieve 3000, as well as online math resources and activities, such as Sumdog Math and Prodigy. Some teachers utilize Google Classroom. Students and teachers have access to various technology tools via the district library website. Garfield has one-to-one Chromebooks for grades 1-6 and Kindergarten has a combination of Chromebooks and iPads. Each classroom has a document camera, projector, A TV monitor, teacher desktop computer, and at least one iPad. Intervention teachers have a set of 6 iPads each. The school library provides services before, during, and after school hours until 4:15 daily, and a library technician and a teacher librarian support library services.

All English Learners receive daily ELD. The District offers Migrant and Newcomer services. Special Education services include a Resource Specialist Program, Speech Language Pathologist, a School Psychologist, and access to district Psychology and Mental Health Services. District health services provide vision and hearing screening for students in grades K, 2, and 5, as well as upon request. Students participate in physical education for a minimum of 200 minutes every 2 weeks.

An Afterschool Program is available to students in grades 1-6 until 6:00 p.m. daily. Students participate in a homework period, enrichment/arts and crafts, computer time, and physical education. Select students participate in the Big Brothers Big Sisters Program once a week. Supplemental extracurricular activities include Student Body, Student Leadership, History Day, Young Author's Faire, Spelling Bee, Oral Interpretation, Band, Chorus, football, volleyball, basketball, softball, and track.

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	3	3

Selma Unified has focused on developing the four PLC Pillars, Vision, Mission, Values, and Goals, for the past five years. Throughout this process, site administration has received training and participated in development of the district vision, mission, and values. Site administrators then lead this process at the site level to develop site vision, mission, and values. For the 2018-2019 school year, we have relaunched our instructional leadership teams (ILTs) to continue this work, as Teacher Leaders connect this visionary work back to the classrooms through professional learning communities. Selma Unified School District supports and builds teacher capacity throughout the year through various structures. Our primary Professional Learning support is through site-based, weekly Professional Learning Communities, where grade level/spans of teachers collaborate for an hour weekly during the school day. Teachers work to address the 4 PLC questions: What do we expect our students to learn? How will we know each student has learned it? How will we respond when some students have not learned it? How can we extend and enrich the learning for students who have demonstrated proficiency? Teachers review their teacher work and student work, then collectively share knowledge, struggles, and solutions to answer these four questions in the areas of social, emotional, and academic learning. Formative and summative data are used to monitor progress toward student, teacher, and site goals and adjustments are made as needed.

The 2019-2020 PLC Pillar Focus is Goals, as we continue to build coherence across our campus and district in this work. We continue to lead this work through our instructional leadership teams/professional learning communities. Our site-based academic coaching model allows for job-embedded professional learning for both administration and teachers. Garfield teachers have committed to NGSS training from 2018-2020. We have added a Math intervention teacher through a push-in model, allowing for students services as well as professional learning for our teachers through collaboration with our math expert. Our Math Interventionist and site Academic Coach have provided site-based professional learning sessions on the following topics: Number Talks, Guided Reading, and "Who's Doing the Work?". Support is provided to teachers through weekly professional learning community designated time, after school professional learning sessions, coaching support, peer observations, teacher presentations, objective setting conferences with administration and progress checks, and via training and dissemination of information by instructional leadership teams.

In addition, 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).