

# Selma Unified School District Terry Elementary School

Grades TK through 6  
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## 2023-24 School Accountability Report Card *Published January 2025*

### Principal's Message

I'd like to welcome you to Terry Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

At Terry Elementary, we are proud to serve a diverse and vibrant student body of 235 students, spanning Transitional Kindergarten through 6th grade. This School Accountability Report Card reflects our commitment to academic excellence, student growth, and fostering a supportive school community.

#### Mission

Our mission at Terry Elementary is to succeed with the power of positive thinking, achieve beyond expectations, impact our community, and lead positively with great character.

#### Vision

Our vision is to provide an enriched educational program to all students within a safe learning environment and established community partnerships so that they can reach their full potential.

These guiding principles inspire us to create a school culture where every child feels valued, challenged, and prepared for success. Through the dedication of our teachers, staff, families, and community partners, we aim to deliver high-quality instruction while fostering a positive and inclusive environment.

Thank you for your continued support of our mission and vision. Together, we are building a strong foundation for the success of every Terry Elementary student.

Approximately 53% of our students are classified as English Language Learners (EL's). In order to ensure our EL's are making academic gains, as well 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).

We have made a commitment to provide the best educational program possible for Terry Elementary School students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Selma Unified School District  
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### 2024-25 Board of Trustees

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### Contents

Principal's Message  
School Description  
Student Achievement  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

## School Description

Terry Elementary School is located in the city of Selma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2023-24 school year, 231 students were enrolled, including 10% in special education, 58.4% qualifying for English Language Learner support, and 98.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	53.70%	Transitional Kindergarten	0
Male	46.30%	Kindergarten	36
Non-Binary	0.00%	Grade 1	28
Amer. Indian or Alaska Native	0.40%	Grade 2	29
Asian	4.30%	Grade 3	29
Black or African-Amer.	0.40%	Grade 4	52
Filipino	0.00%	Grade 5	29
Hisp. or Latino	92.60%	Grade 6	28
Native Hawaiian or Pacific Islander	0.40%	Ungraded	0
Two or More Races	0.40%		
White	1.30%		
English Learners	58.40%		
Foster Youth	0.40%		
Homeless	0.90%		
Students Receiving Migrant Ed. Services	10.80%		
Socioeconomically Disadvantaged	98.70%		
Students with Disabilities	10.00%		
Total Enrollment			231

## Student Achievement

### Physical Fitness

In the spring of each year, Terry Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
Grade	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
5	100%	100%	100%	100%	100%

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

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	12.0	14.0	38.0	40.0	46.0	47.0
Mathematics (grades 3-8 and 11)	12.0	13.0	23.0	24.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	81	79	97.53	2.47	15.19
Male	60	57	95.00	5.00	12.28
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	132	129	97.73	2.27	13.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	79	95.18	4.82	5.06
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	19	19	100.00	0.00	5.26
Socioeconomically Disadvantaged	127	124	97.64	2.36	14.52
Students with Disabilities	18	18	100.00	0.00	5.56

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	81	80	98.77	1.23	13.75
Male	60	58	96.67	3.33	12.07
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	132	129	97.73	2.27	13.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	82	98.80	1.20	6.10
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	19	19	100.00	0.00	5.26
Socioeconomically Disadvantaged	127	124	97.64	2.36	12.10
Students with Disabilities	18	17	94.44	5.56	5.88

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 fewer, 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						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
	6.9	3.1	16.7	15.9	30.3	30.7

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

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	17	17	100.00	0.00	0.00
Male	15	15	100.00	0.00	6.67
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	0	0	0	0	0
Filipino	0	0	0	0	0
Hisp. or Latino	29	29	100.00	0.00	3.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	3.33
Students with Disabilities	--	--	--	--	--

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

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school website, ParentSquare online communication system, and phone calls. Contact the school principal at (559) 898-6710 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Fundraising Activities

### Committees

English Learner Advisory Council  
Parent Club  
School Site Council

### School Activities

Back to School Night  
Fall Festival  
Family Fiesta  
Movie Night  
Open House  
Parent Conferences  
Parent Institute for Quality Education (PIQE)  
Parent Trainings / Workshops  
Spelling Bee  
Student Performances  
Success Together  
Trimester Awards  
Winter Program

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Terry Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. The following campus improvements or repairs were completed in 2023-24 or are planned for 2024-25:

### 2023-24 Campus Improvements:

- Installation of shade structure project
- Calshape Water Conservation project
- Restroom modernization
- Window upgrades to office building, kinder building and cafeteria
- Update south door entryway to campus and wing B entryway for ADA compliance
- School logo on entryway and mesh banner on fence with logo

### 2024-25 Planned Campus Improvements:

- Restroom modernization
- Universal Pre-K/ELOP buildings project

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Terry Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- General maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cleaning desktops and whiteboards
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1953
Acreage	9.28
Square Footage	18140
	<b>Quantity</b>
Permanent Classrooms	8
Portable Classrooms	3
Restrooms (sets)	2
Staff Lounge(s)	1
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	1
Library	1

### Facilities Inspection

The district's maintenance department inspects Terry Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Terry Elementary School uses a school site

inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 09, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, October 09, 2024			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Kindergarten - Floor tiles broken at entry, ceiling tile is loose, rubber molding loose 2, 6, Kitchen - Floor tiles are broken 2A, 3, 4, 5 - Floor tiles broken at entry 4, MPR - Ceiling tile is loose
(C)	1, 2, 2A, 4, 5, 6, 12 - Unsecured items are stored too high
(D)	Office, 6 - Light diffuser is missing Kindergarten - Multiple light bulbs are out, ethernet box is loose from wall 2 - Floor light diffusers are missing Boys Restroom - One light panel is out 5 - Conduit end cap is missing Kitchen - Light diffuser is broken 12 - Electrical cover is missing in ceiling All Gender Restroom - Light diffuser is missing in hallway
(E)	1 - Drinking fountain has a low flow 2A, 6 - Drinking fountain has no flow Girl's Restroom, Boy's Restroom, Kitchen - Faucets leak Boy's Restroom - One faucet does not work Girl's Restroom, All Gender Restroom - Menstrual products are not readily available, menstrual notice not posted Girl's Restroom - Faucets drip 4 - Faucet is loose at base, sink cap is missing
(F)	Kindergarten - Paint is chipping on door, paint is chipping on wall 1, 2 - Paint is chipping on door 2A - Paint is peeling on wall 5 - Paint is chipping on cabinets Kitchen - Paint is chipping on paper towel dispensers
(H)	Kindergarten - Broken window in ceiling of restroom 3 - Windows are painted over

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✓	

Rating Description

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, PBIS aide, community liaison, and instructional aides are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal, PBIS aide, instructional aides, and teachers on duty supervise playground activity. Campus safety assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administration and teachers monitor student behavior to ensure a safe and orderly departure.

During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Terry Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2025.

### Classroom Environment

#### Discipline & Climate for Learning

Terry Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	0.8	3.8	3.8
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.9	4.6	4.7
% Students Expelled	0.4	0.1	0.1
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1



Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8	0.0
Female	0.7	0.0
Male	7.7	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	3.8	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	4.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	6.5	0.0
Socioeconomically Disadvantaged	3.9	0.0
Students with Disabilities	5.6	0.0

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

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2021-22				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	1	1	
1	12.0	1	1	
2	20.0	1	1	
3	24.0		1	
4	25.0		1	
5	21.0		1	
6	17.0	1	1	
2022-23				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0		1	
1	24.0		1	
2	13.0	1	1	
3	20.0	2		
4	24.0		1	
5	25.0		1	
6	21.0		1	
Other**	12.0	1		
2023-24				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	14.0	1	1	
1	28.0		1	
2	29.0		1	
3	29.0		1	
4	28.0		2	
5	29.0		1	
6	28.0		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.

## Pupil Engagement

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Terry Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	247	36	14.6
Female	147	133	19	14.3
Male	117	114	17	14.9
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	11	--	--	0.0
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	240	228	33	14.5
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	--	--	--	0.0
English Learners	151	147	15	10.2
Foster Youth	--	--	--	0.0
Homeless	--	--	--	0.0
Students Receiving Migrant Ed. Services	31	30	2	6.7
Socioeconomically Disadvantaged	260	244	36	14.8
Students with Disabilities	36	34	3	8.8

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Terry Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Terry Elementary School held staff development training devoted to:

- Data Analysis
- Common Formative Assessments & Summative Data
- Plan, Do, Study, Act (PDSA) Cycles
- Professional Learning Communities (PLCs)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Terry Elementary School supports ongoing professional growth throughout the year during weekly PLCs and during early out days staff meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-23, 2023-24, and 2024-25 school years, Terry Elementary School's teachers had the opportunity to attend the following events hosted by the Selma Unified School District:

#### 2022-23 Training:

- Data Drive - CAASPP/ELPAC Planning / Strategies
- STAR ELA & Math Planning / Strategies
- ELD Progress Monitoring
- Intervention / Attendance / Behavior / PBIS / Positivity Project
- Mathematics
- ELA/ELD Planning / Strategies
- STAR Data Dive - Math
- STAR Data Dive - ELA

#### 2023-24 Training:

- Kagan Training
- Math Mastery Project
- Professional Learning Communities

#### 2024-25 Training:

- Aeries SIS Training
- DnA/Illuminate Training
- Desired Results for Children and Families (DRDP)
- Science of Reading Academy
- Illustrative Math Curriculum Training
- TeachTown Special Education Curriculum
- Lailo Training
- Heggerty Training

Terry Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
9	5	5

### Instructional Materials

All textbooks used in the core curriculum at Terry Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 24, 2024, the Selma Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #25-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Selma Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>English Language Development</b>		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
2017	Houghton Mifflin Harcourt, <i>English 3D</i>	0 %
<b>History-Social Science</b>		
2016	SAVVAS, <i>MyWorld</i>	0 %
2021	Teacher Created Materials Publishing, <i>Exploring Social Science: CA Edition</i>	0 %
<b>Mathematics</b>		
2017	Benchmark Education, <i>Ready to Advance</i>	0 %
2024	Imagine Learning Platform, <i>Illustrative Math</i>	0 %
<b>Science</b>		
2021	Amplify Education, Inc., <i>Amplify Science</i>	0 %

## Professional Staff

### Counseling & Support Staff

Terry Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Terry Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	0	0
Bilingual Instructional Aides	6	6.0
Campus Safety Assistants	3	0.6
Community Liaison	1	1.0
Health Assistant	1	0.75
Library Clerk	1	1.0
Mental Health Clinician	1	0.2
Nurse	1	0.4
PBIS Instructional Assistant	1	1.0
Psychologist	1	0.4
Social Worker	1	0.4
Speech/Language/Hearing Aide	1	0.2
Speech/Language/Hearing Specialist	1	*

\* as needed

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

### Teacher Preparation and Placement

The charts below identify the number of teachers at Terry Elementary School, Selma Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Terry Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the

number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.1	100.0	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
<b>Total Teaching Positions</b>	<b>9.1</b>	<b>100.0</b>	<b>294.8</b>	<b>100.0</b>	<b>279044.8</b>	<b>100.0</b>

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.1	100.0	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
<b>Total Teaching Positions</b>	<b>9.1</b>	<b>100.0</b>	<b>294.8</b>	<b>100.0</b>	<b>279044.8</b>	<b>100.0</b>

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.6	99.4	251.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	11.1	3.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.5	5.0	12115.8	4.4
Unknown	0.0	0.5	12.5	4.3	18854.3	6.9
<b>Total Teaching Positions</b>	<b>9.7</b>	<b>100.0</b>	<b>290.3</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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 to 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 (2022-23)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>



Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	
	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	
	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	
	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2022-23)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2021-22)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	
	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$59,228	\$58,855
Mid-Range Teacher Salary	\$84,539	\$92,519
Highest Teacher Salary	\$119,962	\$114,665
Superintendent Salary	\$265,032	\$281,086
<b>Average Principal Salaries:</b>		
Elementary School	\$137,046	\$142,791
Middle School	\$142,693	\$151,078
High School	\$160,789	\$167,094
<b>Percentage of Budget:</b>		
Teacher Salaries	24.19%	30.99%
Administrative Salaries	4.57%	5.37%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2022-23 school year, Selma Unified School District spent an average of \$20,025 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Selma Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- National Board for Professional Standards Certification Incentive Program
- Ongoing and Major Maintenance Account
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program

- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff.	State	% Diff.
			School & Dist.		School & State
Total**	\$12,361	N/A	N/A	N/A	N/A
Restricted	\$2,537	N/A	N/A	N/A	N/A
Unrestricted	\$9,824	\$8,717	112.69	\$10,771	91.21
Average Teacher Salary	\$83,290	\$95,894	86.86	\$94,694	87.96

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Terry Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Selma Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2025. Data to prepare the school facilities section were acquired in December 2024.