

# Selma Unified School District Andrew Jackson Elementary School

Grades K 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 Andrew Jackson 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.

Andrew Jackson Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Andrew Jackson Elementary School's 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.

### School Description

Andrew Jackson Elementary School is located in the city of Selma and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2023-24 school year, 632 students were enrolled, including 12.2% in special education, 28.2% qualifying for English Language Learner support, and 86.4% 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	50.00%	Kindergarten	104
Male	50.00%	Grade 1	84
Non-Binary	0.00%	Grade 2	95
Amer. Indian or Alaska Native	0.80%	Grade 3	89
Asian	3.50%	Grade 4	92
Black or African-Amer.	0.20%	Grade 5	83
Filipino	0.00%	Grade 6	85
Hisp. or Latino	89.70%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.80%		
White	5.10%		
English Learners	28.20%		
Foster Youth	0.60%		
Homeless	0.80%		
Students Receiving Migrant Ed. Services	2.50%		
Socioeconomically Disadvantaged	86.40%		
Students with Disabilities	12.20%		
<b>Total Enrollment</b>			<b>632</b>

Selma Unified School District  
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# Student Achievement

## Physical Fitness

In the spring of each year, Andrew Jackson 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	96%	99%	99%	98%	99%

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)	40.0	37.0	38.0	40.0	46.0	47.0
Mathematics (grades 3-8 and 11)	29.0	28.0	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
All Students	351	341	97.15	2.85	37.24
Female	172	166	96.51	3.49	42.77
Male	179	175	97.77	2.23	32.00
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	317	307	96.85	3.15	37.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	93	85	91.40	8.60	12.94
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	26	26	100.00	0.00	15.38
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	237	231	97.47	2.53	34.20
Students with Disabilities	50	50	100.00	0.00	12.00

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	351	349	99.43	0.57	27.51
Female	172	170	98.84	1.16	24.12
Male	179	179	100.00	0.00	30.73
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	317	315	99.37	0.63	26.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	93	93	100.00	0.00	11.83
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	26	26	100.00	0.00	11.54
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	237	237	100.00	0.00	26.58
Students with Disabilities	50	50	100.00	0.00	8.00

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						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (grades 5, 8, and 10)	20.0	24.7	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
All Students	82	81	98.78	1.22	24.69
Female	35	35	100.00	0.00	25.71
Male	47	46	97.87	2.13	23.91
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	75	74	98.67	1.33	25.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	29.09
Students with Disabilities	14	14	100.00	0.00	7.14

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, the school marquee, school website, ParentSquare web-based communication system, and social media (Facebook, Instagram, Twitter). Contact the principal at (559) 898-6690 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

Annual Title I Meeting  
Back to School Night  
Fall Festival  
Jog-a-thon  
Open House  
Parent Club Family Dances

Parent Club Meetings  
 Parent Club Movie Nights  
 Parent Teacher Conferences  
 School Carnival  
 Success Together Events  
 Trimester Academic Awards Assemblies  
 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. Andrew Jackson Elementary School's original facilities were built in 1980; 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 and planned for 2024-25:

### 2023-24 Campus Improvements:

- Installation of a shade structure
- Portable toilet building project
- Calshape water conservation project

### 2024-25 Planned Campus Improvements:

- Universal Pre-K/ELOP buildings project
- Walk-in freezers/coolers 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 three evening custodians are assigned to Andrew Jackson Elementary School. The day custodian is responsible for:

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

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

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Trash removal

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

Campus Description	
Year Built	1960
Acreage	19.45
Square Footage	50834
	<b>Quantity</b>
Permanent Classrooms	36
Portable Classrooms	1
Restrooms (sets)	4
Multipurpose Room/Cafeteria	2
Staff Lounge/Work Room(s)	1
Library	1

## Facilities Inspection

The district's maintenance department inspects Andrew Jackson Elementary School on an annual basis in accordance with Education

Code §17592.72(c)(1). Andrew Jackson 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 Thursday, October 10, 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: Thursday, October 10, 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)	Staff Room, 2 - Ceiling tile has water stains; ceiling tile is broken
	Library/3 - Wall has water damage in restroom
	4 - Ceiling tiles have water stains; carpet is stained; bulletin board is missing
	5 - Carpet is worn; carpet is stained; ceiling tiles have water stains
	9, 6, 14 - Ceiling tiles are loose
	8 - Floor tiles are lifting
	Boys Restroom - Wall tiles are broken; floor tiles are broken
	11 - Formica strip is missing on counter; ceiling tiles are marred; ceiling tile is loose
	12, 13, 25 - Ceiling tiles are marred; ceiling tiles are loose
	32 - Carpet is torn; ceiling tile has a hole
	33, 26, 15 - Ceiling tile has a water stain
	34 - Ceiling tile is loose; ceiling tiles is broken; ceiling tile has a water stain
	36 - Ceiling tile is broken, pencil sharpener cover is missing
	37 - Ceiling tiles are broken; ceiling tiles have water stains; pencil sharpener cover is missing
	38 - Floor tiles are lifting; ceiling tile has a hole; ceiling tiles have water stains
	39 - Floor tiles are lifting; ceiling tiles have holes; ceiling tile is broken; rubber molding is missing
	31 - Floor tiles are broken; ceiling tile has a hole; ceiling tile is broken; pencil sharpener cover is missing
	30 - Floor tiles are lifting; ceiling tiles have holes
	28 - Ceiling tiles are loose; ceiling tiles have water stains; ceiling tile has a hole; cabinet doors do not close properly
	27 - Ceiling tile is broken
	24 - Ceiling tile is broken; ceiling tile has a water stain; carpet is torn; pencil sharpener cover is missing
	21 - Wallpaper is torn; rubber molding is missing
	20 - Ceiling tiles have water stains; ceiling tile has a hole; wallpaper is torn

18 - Formica is chipped on cabinet door; ceiling tile is marred; ceiling tile has a water stain

19 - Ceiling tiles have holes; ceiling tile has a water stain; ceiling tile is broken; pencil sharpener cover is missing

40/The Den - Ceiling tiles have water stains

16 - Ceiling tiles are broken; ceiling tiles have water stains; wallpaper is torn; formica trim is chipping on countertop

17 - Ceiling tile has a water stain; floor tiles are broken; wallpaper is torn; ceiling tile is broken

Old MPR - Floor tiles are broken

Boys Restroom - Wall tiles are broken; stall partition based are rusted

(C) Office, 9, 6, 13, 35, 21, 15 - Unsecured items stored too high

Girls Restroom - Ceiling is unkept

File Storage - Room is unkept; vermin present

(D) Administration - Outlet cover is broken

5 - Light diffuser is missing

10 - Ethernet cables not housed in conduit

38 - One light panel is out

Girls Restroom - One hand dryer has no power

25 - Extension cord and surge protectors are daisy-chained

20 - Electrical cover is missing (old clock)

New MPR - One light panel is out

(E) Restroom - Menstrual products are not readily available (menstrual notice is not posted)

8, 6, 13, 14, 27, 24 - Drinking fountain has a low flow

12 - Faucet has a drip

Girls Restroom - Sinks are worn/stained; two faucets have a low flow

33, 39 - Drinking fountain cap broken

35, 38 - Drinking fountain knob is broken

Girls Restroom - Menstrual products are not readily available (menstrual notice is not posted); two faucets are loose

Boys Restroom - One faucet loose at base

30 - Drinking fountain loose at base

20, 16 - Drinking fountain has no flow

17 - Faucet and fountain have low flow

Boys Restroom - One stall is unable to be secured

Girls Restroom - Menstrual products are not readily available (menstrual notice is not posted); one stall is unable to be secured; sink caps missing faucet are loose

(F) Administration - Paint is peeling on door

2, 29 - Evacuation map is not posted

Library/3, 4 - Paint is peeling on wall

5, 39, 28, 26, 21 - Plug in air freshener is present

9 - Ingress/egress is partially blocked at one entrance

14 - Paint is peeling on wall; paint is peeling on cabinets

36 - Plug in candle warmer

27 - Plug in wax warmer

22/23 - Fire extinguisher is not mounted

40/The Den - Non skid paint is chipping on ramp

Girls Restroom - Paint is peeling on walls

(G) 14 - Door frame has dry rot

(H) Office/3 - Door closer cover missing

34 - Trip hazard in concrete between room 33 and 34

**Overall Summary of School Facility Good Repair Status**

Exemplary	Good	Fair	Poor
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✓

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 crossing guard and campus safety assistants are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, campus safety assistants 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, crossing guard and campus safety assistants monitor student behavior to ensure a safe and orderly departure.

Andrew Jackson Elementary School is a closed campus. 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 Andrew Jackson 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 February 2024.

**Classroom Environment**

**Discipline & Climate for Learning**

Andrew Jackson 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
	<b>School</b>		
% Students Suspended	2.7	1.4	1.8
% Students Expelled	0.1	0.0	0.0
	<b>District</b>		
% Students Suspended	3.9	4.6	4.7
% Students Expelled	0.4	0.1	0.1
	<b>State</b>		
% 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	1.8	0.0
Female	0.9	0.0
Male	2.6	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	4.2	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	1.2	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	5.9	0.0
English Learners	3.1	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	5.0	0.0
Socioeconomically Disadvantaged	2.0	0.0
Students with Disabilities	4.1	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				
Grade	2021-22			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	19.0	1	5	
1	24.0		4	
2	23.0		4	
3	20.0	2	2	
4	19.0	1	3	
5	28.0		4	
6	24.0	1	3	
Other**	2.0	3		
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0		5	
1	23.0	1	3	
2	22.0		4	
3	23.0		4	
4	23.0		3	
5	27.0		2	
6	27.0		3	
Other**	27.0		1	
Grade	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	4		
1	21.0	1	3	
2	24.0		4	
3	22.0		4	
4	21.0		3	
5	28.0		3	
6	28.0		3	

\*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 Andrew Jackson 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	668	658	90	13.7
Female	327	323	37	11.5
Male	341	335	53	15.8
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	24	24	4	16.7
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	595	585	77	13.2
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	34	34	5	14.7
English Learners	193	190	19	10.0
Foster Youth	--	--	--	0.0
Homeless	--	--	--	0.0
Students Receiving Migrant Ed. Services	20	20	1	5.0
Socioeconomically Disadvantaged	603	596	86	14.4
Students with Disabilities	97	95	22	23.2

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 Andrew Jackson Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Andrew Jackson Elementary School held staff development training devoted to:

- Professional Learning Communities (PLCs)
- Guided Reading
- Common Formative Assessments
- Positive Behavioral Interventions & Supports (PBIS)
- Social Emotional Learning (SEL)
- Mental Health
- SST Meetings
- High Quality Tier I Instruction
- Math

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. Andrew Jackson Elementary School supports ongoing professional growth throughout the year during weekly PLCs and at school 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, Andrew Jackson 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
- Lalilo Training
- Heggerty Training

Andrew Jackson 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 Andrew Jackson 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

Andrew Jackson 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 Andrew Jackson 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	5	5.0
Health Assistants	2	1.5
PBIS Instructional Assistants	2	2.0
Library Clerk	1	1.0
Mental Health Therapist	1	0.8
Nurse	1	0.2
Positive Behavior Instructional Aide	1	1.0
Psychologist	1	0.6
Social Worker	1	0.6
Speech/Language/Hearing Specialist	1	0.8

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 Andrew Jackson 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 Andrew Jackson 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)	29.7	98.1	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)	0.4	1.3	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	0.1	0.6	4.0	1.4	15831.9	5.7
Total Teaching Positions	30.2	100.0	294.8	100.0	279044.8	100.0

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)	29.7	98.1	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)	0.4	1.3	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	0.1	0.6	4.0	1.4	15831.9	5.7
Total Teaching Positions	30.2	100.0	294.8	100.0	279044.8	100.0

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)	29.5	96.4	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	1.1	3.7	12.5	4.3	18854.3	6.9
Total Teaching Positions	30.6	100.0	290.3	100.0	274759.1	100.0

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
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.4



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	0.0
Total Out-of-Field Teachers	0.0

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)	3.5
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, II, III, 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**	\$9,346	N/A	N/A	N/A	N/A
Restricted	\$1,340	N/A	N/A	N/A	N/A
Unrestricted	\$8,006	\$8,717	91.84	\$10,771	74.33
Average Teacher Salary	\$88,692	\$95,894	92.49	\$94,694	93.66

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 Andrew Jackson 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.