

Woodrow Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Woodrow Wilson Elementary School
Street	1325 Stillman Street
City, State, Zip	Selma, Ca, 93662-3221
Phone Number	559-898-6730
Principal	Mrs. Alicia Gonzalez
Email Address	agonzalez@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	10624306007348

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

Wilson School Mission Statement:

Wilson School will strive toward educating, preparing, and empowering tomorrow's leaders.

Wilson School Vision Statement:

Wilson School will continuously engage all students in rigorous, relevant, standards based instruction.

Woodrow Wilson Elementary opened its doors in 1949 in a southeastern residential neighborhood on the outskirts of Selma, California approximately 18 miles south of Fresno. It is surrounded by agricultural farm land which is the primary industry for majority of the community members. The demographics of Wilson's school student population is diverse and includes an interesting array of both ethnic composition and students with special needs. After sixth grade, our general education students feed into Abraham Lincoln Middle School and beyond to Selma High School. Our Special Day Class students transition to Indianola Elementary or Fresno County programs when they enter fourth grade. Wilson serves 385 students in grades K - 6 as reported in the CDE's Data Quest. These numbers include students who qualify for special education services from mild to moderate. These specialized classes serve the elementary schools within the entire Selma Unified School District. Our current staff includes 16 highly qualified credentialed teachers and 2 Interns working within the scope of their credentials. The staff provides outstanding learning experiences for all students, and the curriculum is aligned to the California Common Core State Standards.

Wilson Elementary School also received the 2013-2014 Title I Academic Achievement Award. To receive this distinction, the school must demonstrate that all students are making significant progress toward proficiency on California's academic content standards.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	48
Grade 3	48
Grade 4	62
Grade 5	55
Grade 6	64
Total Enrollment	373

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.8
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.3
White	5.1
Two or More Races	0.3
Socioeconomically Disadvantaged	87.1
English Learners	34.3
Students with Disabilities	9.4
Foster Youth	0.5
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	22.5	324
Without Full Credential	0	0	2	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety issues include partially blocked doorways and exit signs. Audible alert on fire alarm panel is disabled.

No major facility work is scheduled.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/22/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	stage: lift used for storage
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	34	44	44	50	50
Mathematics (grades 3-8 and 11)	23	24	23	24	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	224	98.25	1.75	34.38
Male	131	128	97.71	2.29	28.13
Female	97	96	98.97	1.03	42.71
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	213	209	98.12	1.88	32.06
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	63.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	203	200	98.52	1.48	31.00
English Learners	96	95	98.96	1.04	31.58
Students with Disabilities	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	225	98.68	1.32	23.56
Male	131	129	98.47	1.53	22.48
Female	97	96	98.97	1.03	25.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	213	210	98.59	1.41	22.38
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	27.27
Two or More Races					
Socioeconomically Disadvantaged	203	201	99.01	0.99	21.39
English Learners	96	96	100.00	0.00	20.83
Students with Disabilities	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	13	13	100.00	0.00	23.08

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.0	10.0	10.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication are essential to our student success. Wilson Elementary School continually strives to involve parents by sharing information that helps parents understand and support student learning and by providing opportunities for parent participation in school activities. Parent input and participation on ways to improve Wilson School are sought at monthly meetings such as Parent Club, School Site Council, ELAC meetings, annual Parent Teacher Conferences and informal parent teacher encounters either before school and/or after school. Additionally, every year, an anonymous parent survey is sent home to each family. When the survey is returned, their response are shared and analyzed by the SUSD Board, superintendent, principal, and both site certificated and classified staff members. The goal is to find areas of improvement both inside and outside of the classrooms. Parents also volunteer in the classroom, school carnival, jog-a-thon, and Day of the Reader. Parents chaperon on single-day field trips, multiple day field trips (6th grade camp), and coach sports. We also have an excellent parent participation during Pastries with Parents, Academic Awards Assemblies, Back to School Night, Open House, and Parent Teacher Conferences. We provided parents with training through Valley PBS Reading to Learn Workshop Series. Parents attended once a week for 6 consecutive weeks to learn about different ways to support their students both in and out of the class. Bright Smiles Dental has is also supporting our students dental needs. They come twice a year to meet our students needs. All parent communication is sent home in both Spanish and English. All call messages are also sent out in both languages.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.8	8.3	7.4	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Wilson Elementary School provides a safe and clean environment for students, staff, and parents. Safety of students and staff is a primary concern of Wilson Elementary School. The school is always in compliance with the laws, rules, and regulations pertaining to safety.

The Safety Plan is revised and updated annually with the input of administration, teachers, law enforcement, students, and parents. Creating an effective Safe School Plan requires having in place many preventative measures for children's mental and emotional safety, as well as a comprehensive approach to early identification of all warning signs that might lead to violence towards self or others. All staff, parents, and members of the community must be a part of creating a safe school plan.

The plan includes steps for ensuring student, guest, and staff safety during an emergency or during a disaster. Our Safe School Plan calls for monthly practices. Fire drills are conducted monthly, earthquake drills are conducted each trimester, and lock down/intruder drills are conducted at least once per school year. Off campus bus evacuations occur once a year. Should students need to be removed from the Wilson campus, they would be transported to our bus transportation yard just off Dockery Ave.

In order to stay connected, the administrative staff and all classroom teachers have two-way radios for emergencies. There are 30 staff members who operate the two way radios, including classified staff members.

Should a real emergency occur, you would be required to practice extreme patience as each child would have to be signed out officially. We ask that every parent follow the direction of the school authorities and law enforcement. Be sure the adult who arrives to pick up the child(ren) is listed on the current emergency card on file in the office and that the adult has a valid photo identification.

Teachers, paraprofessionals, the program manager, and the principal supervise students throughout the day. There is a designated area for student drop-off and pickup. To ensure student safety and a scholarly environment, every visitor must report immediately to the office where he/she may be asked to show an identification and state the purpose for the visit. Visitors will receive identification badges that must be displayed at all times. We greatly appreciate the support and assistance of every guest. All school volunteers in direct contact with students are required to complete a District Volunteer form, which is then submitted for a Megan's Law check and forwarded to the school board for approval.

A copy of our Wilson School Safe School Plan is available in the school office for parents and community members to review.

RAPTOR - Visitor Registration Procedure. Safety of our students is our highest priority and all visitors are required to register in the front office immediately upon entering any school building or grounds. Selma Unified School District employees need to be sure of who is in our schools and for what purpose. A visitor management system will provide a consistent mechanism for tracking visitors and volunteers across the district while keeping away people who may present a danger to students and staff members. Selma Unified School District has adopted the V-Soft Raptor System from Raptor Technologies for its electronic visitor management system.

The system quickly prints visitor badges that include a photo, the name of the visitor, time, date, and purpose or visit destination. This will allow all district employees who see visitors to quickly know who they are and where they should be in our school. Any visitors in other locations will be directed to their proper destination and anyone not wearing a badge will be escorted to the office to acquire one. The system is capable of performing electronically checks of persons against known sexual predator/offender databases. The overall goal is to better control access to any Selma USD school/facility, thus providing enhanced protection for our students and staff.

Visitors to school sites will be asked to provide a form of government issued identification. This identification will be scanned into the system and the Raptor system will perform a national sex offender check on every visitor every time they enter the building based on the first name, last name and date of birth. If a match is found, school administrators and law enforcement personnel can take appropriate steps to keep the school safe. If no match is found, the system will log the time, date, and check in and out times of the visit and will print a custom visitor label. RAPTOR signs are posted at every entrance to each school and school grounds.

Air Quality Plan. Wilson School receives information regarding air quality via a email subscription to Daily Air Quality Forecast. We participate in the air Quality Flag Program, a partnership between the San Joaquin Air Pollution control District and asthma coalitions and other non-government agencies. The goal of the program is to educate all stakeholders on the quality of the air in a very public way, to proactively protect people from air pollution exposure. The flags are posted at the front office flag pole.

GREEN: The air quality in your area is expected to be good that day.

YELLOW : Moderate Air Quality

ORANGE: The air quality is unhealthy for sensitive people

RED: Indicates unhealthy air quality for everyone.

On poor air quality days, the principal or designee modifies or cancels physical education, recesses, and/or sports practices. Modifications may include changing from running to walking exercise during PE with water breaks every 10 - 15 minutes, as needed. On sport game days, the decision to cancel a game is made by the site principals/designees of participating schools. During the school day, modified recesses are similar to a rainy day recess schedule.

Positive Behavior Intervention and Supports (PBIS). PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of school staff to educate all children by developing research-based, school wide and classroom behavior support systems. PBIS focuses on improving a staff's ability to teach and support positive behavior for all students. The PBIS team-based system allow s Wilson to design, implement, and evaluate effective plans. It is also an approach to creating a safe and productive learning environment w here teachers can teach and all students can learn. Wilson has adopted a unified set of school expectations (rules). These rules define our expectations for behavior at Wilson. You will see expectations posted throughout the school. Students w ill be explicitly taught these expectations. In PBIS, there are levels of responsibilities for students, parents, and teachers. We have been very successful in the implementation, which has reduced the number of suspensions and expulsions.

Selma Unified has implemented SPRIGEO at every school site. SPRIGEO is an electronic platform that gives students and their parents the tool to report bullying and other safety concerns anonymously through a link on the school website. Teachers, parents, and students w ere introduced to SPRIGEO on how to use this resource.

All students should feel safe at school and in their community. This program will empower children to speak out and make a change. Statistics show that nearly 75% of students experience bullying on a daily basis, and about 65% of bullying incidents go unreported. 160,000 students in America skip school on a daily basis because they don't feel safe.

SPRIGEO notifies administrators through emails and texts to alert them of reported incidents. This program also stores the incident report in a secure online database, which provides school organizations with an efficient method of tracking and analyzing reports.

Date SSC approved: Jan. 30, 2019

Date Selma PD approved: Feb. 19, 2019

Date Staff reviewed: Dec.,10.2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	1	2		24		2		16	1	2	
1	23		3		24		2		24		2	
2	17	1	2		23		3		16	1	2	
3	24		2		24		2		24		2	
4	31		2		31		2		21	1	2	
5	32		2		32		2		28		2	
6	21	1	2		22	1	2		32		2	
Other**					3	1						

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3.0
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13728	3055	10672	74148

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	6.3	-8.3
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	34.8	-5.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Services provided:

- Tier 2 Intervention in Reading & Math is provided during the school day by two credentialed Teachers on Special Assignment to identified K - 3 & 4 - 6 students.
- Tier 2 CICO services through our PBIS aide. She meets with students on a daily basis to ensure student are meeting their points.
- Teachers at different grade levels provide after school intervention for developing readers based on different data points.
- Parent Professional Development is provided through Valley PBS Ready to Learn Parent Education Program (6 weekly workshops) based on how to support their children in school.
- Teachers provide designated ELD services provided daily for 30 minutes or 4 x week for 40 minutes for our EL students.
- Wilson currently has 2 SDC classes (TK - 3rd) which provide services to students with mild to moderate disabilities. We also house a FCSS CIRCLE Program from the county that also includes Selma students. They provide services to students with autism.
- Mental Health Clinicians are housed at Wilson School. They meet with students and work with parents, psychologist, and teachers to develop behavioral plans for students who are displaying inappropriate behaviors.
- New Comers class is housed at Wilson School. Students from across the district including our students, who have been in the United States' school system for 2 years or less, attend this class for half the day for intense language instruction.
- After School Program at Wilson School accommodates our students in grades 1st - 6th and SDC with enrichment activities and support with homework. Students attend daily until 6:00 p.m. There are currently 98 students enrolled.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$49,084
Mid-Range Teacher Salary	\$	\$76,091
Highest Teacher Salary	\$	\$95,728
Average Principal Salary (Elementary)	\$	\$118,990
Average Principal Salary (Middle)	\$	\$125,674

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$	\$137,589
Superintendent Salary	\$	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

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