

Selma Unified School District Selma High School



Grades 9 through 12
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2023-24 School Accountability Report Card *Published January 2025*

Principal's Message

I'd like to welcome you to Selma High 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.

Selma High School is a comprehensive high school for grades 9-12. Selma High School is a distinguished High School that offers a rigorous academic curriculum supported by outstanding co-curricular and extra-curricular programs. Our mission is "Every student achieving high expectations" and reaching their full potential. We work towards ensuring all students are college and career ready, having post-secondary options upon graduation.

Selma High School is a six-year accredited institution through June 2029 with the Western Association of Schools and Colleges. Selma High utilizes the Positive Behavior Interventions and Supports model (PBIS/MTSS) to recognize positive behavior from students and staff that provide a safe and positive learning environment for all stakeholders.

We have made a commitment to provide the best educational program possible for Selma High 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 High's CORE FOUR (Work Ethic / Integrity / Perseverance / Accountability) provides the foundation for all students and staff related to expected behaviors on campus. The mission of Selma High School is "Every Student Achieving High Expectations" and all staff are committed to moving towards our mission each and every day. Please contact us at 559-898-6550 for more information on Selma High School.

Mission

Every student achieving high expectations.

Selma Unified School District
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School Description

Selma High School is located in the city of Selma and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 1775 students were enrolled, including 11% in special education, 17.7% qualifying for English Language Learner support, and 89.5% 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	49.60%	Grade 9	451
Male	50.30%	Grade 10	443
Non-Binary	0.10%	Grade 11	455
Amer. Indian or Alaska Native	0.20%	Grade 12	426
Asian	3.90%	Ungraded	0
Black or African-Amer.	0.40%		
Filipino	0.00%		
Hisp. or Latino	91.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.30%		
White	3.90%		
English Learners	17.70%		
Foster Youth	0.80%		
Homeless	0.80%		
Students Receiving Migrant Ed. Services	4.40%		
Socioeconomically Disadvantaged	89.50%		
Students with Disabilities	11.00%		
Total Enrollment			1,775

Student Achievement

Physical Fitness

In the spring of each year, Selma High School is required by the state to administer a physical fitness test to all students in grade nine. 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.

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
9	98%	97%	98%	98%	97%

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/.

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)	49.0	59.0	38.0	40.0	46.0	47.0
Mathematics (grades 3-8 and 11)	16.0	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	414	404	97.58	2.42	58.66
Female	212	207	97.64	2.36	58.94
Male	201	196	97.51	2.49	58.67
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	72.22
Black or African-Amer.	0	0	0	0	0
Filipino	0	0	0	0	0
Hisp. or Latino	379	369	97.36	2.64	57.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	16	100.00	0.00	81.25
English Learners	57	54	94.74	5.26	9.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	25	25	100.00	0.00	48.00
Students Receiving Migrant Ed. Services	17	17	100.00	0.00	29.41
Socioeconomically Disadvantaged	278	270	97.12	2.88	55.93
Students with Disabilities	44	43	97.73	2.27	16.28

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	414	407	98.31	1.69	28.01
Female	212	209	98.58	1.42	28.23
Male	201	197	98.01	1.99	27.92
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Black or African-Amer.	0	0	0	0	0
Filipino	0	0	0	0	0
Hisp. or Latino	379	372	98.15	1.85	26.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	16	100.00	0.00	56.25
English Learners	57	56	98.25	1.75	1.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	25	25	100.00	0.00	24.00
Students Receiving Migrant Ed. Services	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	278	273	98.20	1.80	25.64
Students with Disabilities	44	41	93.18	6.82	4.88

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						
	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)	15.6	16.7	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	864	854	98.84	1.16	16.74
Female	458	451	98.47	1.53	14.41
Male	405	402	99.26	0.74	19.40
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	32.50
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	786	778	98.98	1.02	15.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	35.48
English Learners	124	124	100.00	0.00	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	54	54	100.00	0.00	12.96
Students Receiving Migrant Ed. Services	31	31	100.00	0.00	0.00
Socioeconomically Disadvantaged	567	561	98.94	1.06	15.51
Students with Disabilities	94	93	98.94	1.06	6.45

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 school marquee, school website, the monthly school newspaper, The Clarion, science department newsletter, VAPA newsletter, school calendar, and ParentSquare online communication system. Contact the school office at (559) 898-6550 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Fundraising Activities

Committees

Boosters
District English Learner Advisory Committee
English Learner Advisory Committee
Parent Club
School Site Council

School Activities

Athletic Events
Back to School Night
Band Recitals
Choir Recitals
Community Health Fair
Community Rally
CTE Program Events
FAFSA Workshop
FFA Program Events
Folklorico Performances
MJROTC Events
Open House
Parent Institute for Quality Education (PIQE)
Theatre Performances

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. Selma High School's original facilities were built in 1959; 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 a shade structure
- Calshape Water Conservation project
- Phase 3 roofing project
- Girls locker room project
- Classroom/Bus Loop/Restroom Modernization
- Water connection, Phase 1
- Creation of a conference room
- Addition of three new classrooms
- Restrooms at baseball field
- Core Four signage

2024-25 Planned Campus Improvements:

- Classroom/Bus Loop/Restroom modernization
- Pool modernization
- Scoreboard project
- Solar project

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students

and staff entering school grounds. Three day custodians, one mid-day custodian, and three evening custodians are assigned to Selma High School. The day custodians are 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
- 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	1959
Acreage	56.65
Square Footage	159750
Quantity	
Permanent Classrooms	94
Portable Classrooms	0
Restrooms (sets)	7
Gymnasium(s)	2
Staff Lounge(s)	2
Multipurpose Room/Cafeteria	2
Library	1
Band Room	1
Boys & Girls Locker Rooms	1
Choir Room	1
Dining Hall	1
JROTC	1
Snack Bar	3
Swimming Pool	1
Tennis Courts	8

Facilities Inspection

The district's maintenance department inspects Selma High School on an annual basis in accordance with Education Code §17592.72(c)(1). Selma High 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 Tuesday, October 15, 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: Tuesday, October 15, 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
(A)	Assistant Principal - HVAC does not function properly
(B)	Administration - Ceiling tiles have water stains in hallway; Administration, Principal, Library - Ceiling tile is broken; Principal - Ceiling tile has a water stain; Cafeteria Area - Deficiency noted; Girl's Restroom - Wall tiles are broken; 7 - Ceiling tile has a hole; 8 - Ceiling tile is missing; 809 - Formica is chipped on counter, ceiling tiles have water stains, ceiling tile is broken; 807 - Ceiling tiles have water stains, rubber molding is missing; 805, 1305, 1306, 605, 604, Prep Room 608, 409, 705, 704, 706, 402, 404, 2208, 2310, 2307 - Ceiling tiles have water stains; 803 - Ceiling tile is broken; Office - Carpet is worn and stained, ceiling has water damage; 1303 - Ceiling tiles are loose; Men's Restroom - Stall partitions are rusted; toilet dispenser missing; 1304 - Ceiling tile water stain, ceiling tile is loose; Office - Rubber molding is missing, wall tiles are missing; 806 - Ceiling tiles are missing, rubber molding is missing, ceiling tiles are damaged; 810 - Formica countertop is lifting, ceiling tile has water stains; 609 - Ceiling tiles have water stains, holes in ceiling in storage room; Women's Restroom - Shelf is broken at entry; 907 - Ceiling tile is loose, wall has hole; 907B - Ceiling tiles have holes; 907C - Ceiling tiles have water stains, ceiling tile has a hole; 908 - Ceiling tiles are loose; 906 - Ceiling tiles have water stains, rubber molding is missing; 904 - Rubber molding is missing; 902 - Blackout curtains are torn; Boys Restroom - Ceiling tiles are missing, ceiling has a hole; 608 - Ceiling tiles have water stains, formica is chipped on counters, ceiling tile has a hole; 405, 503 - Ceiling tile is broken; 703 - Formica trim is chipping on countertop; 406 - Ceiling tile is missing; 305 - Ceiling tile is loose; 311 - Ceiling tiles are stained in office; Restroom - Wall has water damage; 319 - Ceiling tile is stained in office, ceiling tiles are missing, ceiling tile is loose on office; 102 - Floor tiles are broken; 101 - Ceiling tile has water damage; Ag Shop - Holes in wall; FCOE 2 - Ceiling tile is loose, carpet is worn, carpet is stained; FCOE 1 - Linoleum is torn in restroom; 502 - Ceiling tile has a hole, ceiling tile is missing, ceiling tiles have water stains; 501 - Floor tiles are broken, water stained ceiling tiles; 2206 - Ceiling tile is broken; 2204 - Ceiling tile is broken, water stained ceiling tile; 2202, 2305 - Ceiling tile has a hole; 2201 - Water stained ceiling tile, ceiling tiles are broken; Quite Room - Ceiling tile has a water stain, ceiling tile is missing; Book Room/Storage - Carpet has water damage; 2302 - Carpet is stained, ceiling tiles are stained, ceiling tiles have holes; 2306 - Ceiling tile has water stains, ceiling tile is marred, carpet is torn, carpet is worn; 2309 - Ceiling tiles have water stains, ceiling tile tar is loose/bent; 2303 - Ceiling tile is broken, carpet is worn; 2301 - Wallpaper is torn, ceiling tiles are loose
(C)	809, 805, 803, 1305, 810, 605, 901, 908, 902, 602, 604, 608, 405, 403, 401, 703, 705, 702, 704, 706, 404, 311, 319, FCOE1, Prep Room, 2206, 2204, 2202, 2200, 2306, 2310, 2309, 2301 - Unsecured items stored too high; 806 - Back storage area is cluttered, termites are present in doorframe in back room; Chemistry Lab - Countertops are unkept, unsecured items stored too high,
(D)	5, 4, 3 - Electrical cover is missing (old clock); 5 - Cords are creating trip hazards; 5 - Conduit is loose from wall; 4 - Surge protectors are daisy chained; 3, Library - Extension cord and surge protector are daisy chained; Cafeteria Area - Electrical cover is missing; Library - Power cords and ethernet cables creating trip hazards; 809 - Electrical cover plate is broken, ethernet cable is dangling from wall; Office - One can light is out in restroom; 1301 - Ethernet boxes are broken, outlet box is broken; 1303 - One light panel is out; 1305 - Lights are

	very dim; Men's Restroom - One hand dryer has no power; Girls Restroom, 604 - One light diffuser is missing; 806 - Light diffusers are broken, multiple light diffusers missing; 810 - Ethernet conduit is missing; Women's Restroom - Light diffusers are dirty; 907 - Section of conduit is missing; 608 - Electrical cover is missing; 407, 2208, 2206 - One light panel is out; 403 - Extension cord is being permanently used creating a trip hazard; 402 - Access to electrical panels are blocked; 406 - Surge protectors are daisy-chained, plug in air freshener; 311 - Light diffuser is missing; 319 - Light diffuser is missing, two light panels are out; 101 - Ethernet box covers are missing, outlet covers are missing; 2204, 2302 - Extension cord and power strip daisy chained; 2202 - Outlet cover is missing, ethernet box cover is missing; 2209, 2205 - Carpet is torn (taped); Quiet Room - Motion sensor dangling from ceiling; Book Room/Storage - Electrical cover is missing (old clock); 2306 - Conduit is broken; 2307 - Outlet cover is broken
(E)	Restroom, Girl's Restroom - Menstrual products are not readily available, menstrual notice is not posted; Men's Restroom - Urinal is loose from wall; Men's Restroom, Girl's Restroom - Sink caps are missing; Cafeteria Area - Drinking fountain has no flow on stage; 7 - Drinking fountain has a low flow; 8 - Drinking fountain has no flow; 1305 - One urinal is out of order, one stall is unable to be secured, two faucets are loose at base; 609 - Water is shut off to all sinks due to leaks; Chemistry Lab - Multiple faucets have no flow, fire exit is blocked, fire extinguisher is not mounted; Women's Restroom - Two stalls out of order, sink caps are missing, sinks have no or low flow; Boys Restroom - Two faucets are loose at base, one faucet has no flow, one sink basin is rusted; 602 - Eyewash station has low flow; 604 - Eyewash station has a low flow, faucet has low flow; 606 - One faucet has no flow; 608 - Sink do not drain property, eye wash station has no flow; 403 - Carpet is stained; 304 - Sheet rock is missing in storage room ceiling, plaster is damaged on wall in wood storage; 317 - Faucet handle is missing; Girls Restroom - Sink cap is missing; 501 - Two faucets handle missing, sink valve leak; 503 - Faucet handle is loose, faucet leaks at valve
(F)	4 - Paint is peeling on exterior pillars; 3 - Paint is peeling on interior window frames and exterior pillars; 2, Office, 810, 905, 907, 902, 705, 311, FCOE 2, 501, 2208, 2205, 2203 - One fire extinguisher is not mounted; 2 - Paint is peeling on door and exterior pillars; Men's Restroom - Paint is chipping on wall; 8 - Paint chipping on exterior conduit, paint chipping on exterior beams; Library - Paint is peeling on ceiling; Office - No room ID; 1302, 606 - Fire extinguisher is missing; 806 - Burned candle missing, plug in air freshener; 908, 410 - Evacuation map not posted, fire extinguisher is not mounted; 906 - Plug in air freshener, access to fire extinguisher is blocked; 409 - Fire extinguisher case handle is broken; 405 - Plug in air freshener; 702 - Evacuation map not posted; 408 - Evacuation map not posted, plug in candle warmer is present; Restroom - Paint peeling on wall; 319 - Paint is chipping on door; Ag Shop - Inadequate gas cylinder storage; FCOE1 - No room ID, paint peeling on gutters; 2200 - No room ID, fire extinguisher is not mounted; 2209 - Fire extinguisher is not mounted, plug in air freshener, paint is peeling on door; 2207 - Fire extinguisher is not mounted; Library - Fire extinguisher is not mounted, all fire extinguisher tags are outdated
(G)	8 - Roof has dry rot; 319 - Roof leaks at ridgeline, roof has an active leak; 317 - Roof leaks throughout the room; Ag Shop - Multiple roof leaks; 2207 - Gutter downspout is loose from gutter
(H)	311, 102 - Window is broken; Book Room/Storage - Lock/door hardware is broken

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, administrators, campus security officers, academic counselors, and PBIS aides patrol the campus, entrance areas, and designated common areas. Campus security officers, School Resource Officer, PBIS aides, supervision aides, and counselors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are

dismissed, administrators, campus security officers, School Resource Officer, and PBIS aides monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Selma High 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 Selma High 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

Selma High 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	8.1	7.5	6.7
% Students Expelled	0.8	0.3	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	6.7	0.0
Female	4.7	0.0
Male	8.6	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	1.4	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	7.2	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	10.0	0.0
Foster Youth	4.2	0.0
Homeless	7.7	0.0
Students Receiving Migrant Ed. Services	7.6	0.0
Socioeconomically Disadvantaged	7.1	0.0
Students with Disabilities	8.8	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 subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	32	61	
Mathematics	22.0	26	46	
Science	21.0	21	35	
Social Science	23.0	16	42	
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	25	58	
Mathematics	25.0	19	36	3
Science	24.0	11	33	
Social Science	26.0	9	44	
Subject	2023-24			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	25	57	
Mathematics	25.0	20	39	
Science	24.0	14	36	
Social Science	25.0	12	40	3

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Dropout & Graduation Rates

Selma High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	20-21	21-22	22-23
	Dropout Rate	3.6%	2.1%
Graduation Rate	90.1%	92.5%	95.6%
	District		
	20-21	21-22	22-23
	Dropout Rate	3.9%	3.6%
Graduation Rate	86.5%	89.5%	90.1%
	State		
	20-21	21-22	22-23
	Dropout Rate	9.4%	7.8%
Graduation Rate	83.6%	87.0%	86.4%

Graduation Rate by Student Group (Four-year Cohort Rate) (2023-24)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	433	414	95.6
Female	235	228	97.0
Male	198	186	93.9
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	24	22	91.7
Black or African-Amer.	--	--	--
Filipino	0	0	0.0
Hisp. or Latino	385	370	96.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	19	17	89.5
English Learners	85	76	89.4
Foster Youth	--	--	--
Homeless	12	12	100.0
Students Receiving Migrant Ed. Services	31	27	87.1
Socioeconomically Disadvantaged	410	393	95.9
Students with Disabilities	51	41	80.4

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.

For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Selma High 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	1893	1855	353	19.0	
Female	933	909	156	17.2	
Male	958	944	197	20.9	
Amer. Indian or Alaska Native	--	--	--	0.0	
Asian	70	70	10	14.3	
Black or African-Amer.	--	--	--	0.0	
Filipino	--	--	--	0.0	
Hisp. or Latino	1731	1696	322	19.0	
Native Hawaiian or Pacific Islander	--	--	--	0.0	
Two or More Races	--	--	--	0.0	
White	74	71	14	19.7	
English Learners	349	339	82	24.2	
Foster Youth	24	22	5	22.7	
Homeless	26	25	12	48.0	
Students Receiving Migrant Ed. Services	92	90	23	25.6	
Socioeconomically Disadvantaged	1719	1686	333	19.8	
Students with Disabilities	204	202	45	22.3	

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

- County Provided Training - Math 1, 2, 3
- CTE Course Trainings
- Department Professional Learning Communities (PLCs - Solution Tree)
- EL Strategies
- Math & English
- SPED Curriculum Training
- Assessment Training

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. Selma High School supports ongoing professional growth throughout the year during weekly PLCs and on late start Tuesdays. Teachers meet in both grade level and department 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, Selma High 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
 - TeachTown Special Education Curriculum
 - FCSS Math Training

Selma High 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 Selma High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's eight-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs 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
English Language Arts		
2012	McDougal Littell, <i>Holt McDougal Literature - CCSS</i>	0 %
English Language Development		
2012	Houghton Mifflin Harcourt, <i>English 3D</i>	0 %
2012	National Geographic, <i>Edge</i>	0 %
History-Social Science		
2015	Cengage Learning, <i>The American Pageant</i>	0 %
2015	Houghton Mifflin Harcourt, <i>The Americans: Reconstruction to the 21st Century</i>	0 %
2015	McGraw Hill, <i>United States Government: Democracy in Action</i>	0 %
2021	MPS Bedford, Freeman & Worth, <i>Updated Myers' Psychology for AP</i>	0 %
2015	Pearson Prentice Hall, <i>AP Government Roots & Reform</i>	0 %
2015	Pearson Prentice Hall, <i>AP World Civilizations: The Global Experience</i>	0 %
2015	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
2015	Pearson Prentice Hall, <i>World History: The Modern Era</i>	0 %
Mathematics		
2018	CPM Educational Program, <i>California Pre-Calculus & Calculus</i>	0 %
2018	CPM Educational Program, <i>Core Connections - Integrated Math 1, 2 & 3</i>	0 %
2018	CPM Educational Program, <i>The Practice of Statistics</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2022-23 Graduates who Completed all Courses Required for UC/CSU Admission	38.3

Advanced Placement

In 2023-24, Selma High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2023-24	
	No. of Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	1
Social Science	6
All Courses	15

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Selma High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Selma High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career Technical Education
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Career Technical Education (CTE) programs are offered in various subject areas. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Selma High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Selma High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2023-24

Total number of students participating in CTE programs	1325
Percentage of students completing CTE program and earning a high school diploma	54.1 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Selma High 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 Selma High 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	4	4.0
Campus Security Officers	5	4.0
Library Technician	2	2.0
Mental Health Therapist	2	1.6
Nursing Assistants	2	1.5
PBIS Aides	2	2.0
Psychologist	2	1.2
At-Risk Counselor	1	1.0
Community Liaison	1	1.0
CTE Counselor	1	1.0
Librarian	1	1.0
Nurse	1	1.0
Resource Officer	1	1.0
Social Worker	1	1.0
Speech Therapist (Online Services)	1	*
Counselor-to-Student Ratio: 1:444		

* 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 Selma High 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 Selma High 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)	74.0	84.2	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.9	1.1	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.5	6.3	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.8	5.5	14.6	5.0	11953.1	4.3
Unknown	2.5	2.9	4.0	1.4	15831.9	5.7
Total Teaching Positions	88.0	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)	74.0	84.2	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.9	1.1	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.5	6.3	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.8	5.5	14.6	5.0	11953.1	4.3
Unknown	2.5	2.9	4.0	1.4	15831.9	5.7
Total Teaching Positions	88.0	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)	67.5	82.3	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)	6.5	8.0	11.1	3.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.6	4.5	14.5	5.0	12115.8	4.4
Unknown	4.3	5.3	12.5	4.3	18854.3	6.9
Total Teaching Positions	82.1	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	1.9
Misassignments	12.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	14.8

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	3.1
Misassignments	2.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.5

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.5
Misassignments	5.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.5

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	1.9
Total Out-of-Field Teachers	1.9

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.5
Local Assignment Options	2.3
Total Out-of-Field Teachers	4.8

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.6
Local Assignment Options	3.0
Total Out-of-Field Teachers	3.6

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)	15.3
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)	2.7
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)	6.8
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
Average Principal Salaries:		
Elementary School	\$137,046	\$142,791
Middle School	\$142,693	\$151,078
High School	\$160,789	\$167,094
Percentage of Budget:		
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/ and 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. School & State		% Diff. School & State
			Dist.	State	
Total**	\$10,053	N/A	N/A	N/A	N/A
Restricted	\$1,736	N/A	N/A	N/A	N/A
Unrestricted	\$8,317	\$8,717	95.40	\$10,771	77.22
Average Teacher Salary	\$82,466	\$95,894	86.00	\$94,694	87.09

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 Selma High 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.