



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Selma High School	10624301036672	05/21/25	06/24/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Selma High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Selma High School is committed to creating and sustaining a culture enabling Selma High School students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative. We foster a culture of collaboration, inclusiveness, and support while setting a foundation for the ongoing success of our students - from the first day they step onto our campus until the last day when they walk across our schools' stage as graduates.

The purpose of this plan is to ensure that all policies and procedures are implemented in a way that maximizes student achievement at Selma High School. The goals in this document are reflective of the organization’s goals based on the most recent comprehensive needs assessment regarding student achievement toward grade-level proficiency as measured by the indicators on the California Dashboard and local indicators (specifically ELA/Math/English Learner Progress/College-Career/Graduation Rates/Suspension Rates). Additionally, SHS will

focus on the development of behavioral and social-emotional skills in order for students to reach grade-level proficiency and graduate from SHS college and career ready. Lastly, SHS will focus on the area of parent outreach and family engagement to develop strong home-school connections for the academic and behavioral success of all Selma High School students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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The Vision of Selma Unified School District:

The Selma Unified School District will be the premier district in California, providing excellence in academics through Challenging, Rigorous and Relevant instruction. Equity in access and excellence will be achieved in 21st Century learning environments, that support multiple pathways to College and Career success for every student.

The Mission of Selma Unified School District:

To provide a student-centered instructional program which allows students to reach their highest potential as contributing members of society.

The mission of Selma High School is to ensure that every student and staff member exemplifies the Bear Family Values, which include Accountability, Perseverance, Integrity, and Work Ethic.

We achieve this through a variety of strategies designed to provide students with maximum assistance through frequent monitoring and assessment, positive behavior discipline strategies, and giving our students opportunities for higher learning through rigorous A-G electives as well as a variety of CTE and dual enrollment opportunities.

The Selma High School Plan for Student Achievement (SPSA) was created to provide a blueprint for the implementation of the requirements for ESSA. The plan is aligned with the District's Local Control and Accountability Plan (LCAP). The development of the plan included opportunities for input from various educational partners at Selma High School, including parents, students, teachers, support staff, and community members through surveys, ELAC, advisory committees and SSC. Each group provided insight with regard to analysis and the development of goals, actions and the implementation process. The process that was utilized for the development of the Selma High School SPSA included:

- Analyzing student data including all California Dashboard indicators (including subgroups) and local data
- Conducting a needs assessment of state and local data
- Establishing goals and measurable outcomes based on the outcomes of the needs assessment
- Developing a system of monitoring the implementation of strategies and actions
- Evaluating the implementation and results of the plan

The Selma High School Plan for Student Achievement (SPSA) was formally presented to the SHS ELAC and then to the Selma High School SSC for final approval.

Educational Partner Involvement

How, when, and with whom did Selma High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Annual School Plan for Selma High School is initially created by site administration with input from the SHS staff and parents. Staff and parent input is solicited through Google Forms before drafting the plan. The plan also supports our WASC accreditation requirements to support the educational goals of Selma High School.

After the initial plan is drafted, the components of the plan are then shared with the SHS staff. ELAC and the School Site Council also review the plan before the School Site Council votes to approve the new plan.

English Language Advisory Committee (ELAC):

October 2, 2024 - District Training; Roles and Responsibilities of Members, Data Review

November 19, 2024 - Nominations, Data Review

February 19, 2025 - Data Review, Development of the School-Wide Needs Assessment, SPSA Input and Update for Following Year

May 14-19, 2025 - Review Draft of SPSA and Planned Expenditures, Provide Input

May 21, 2025 - Share Final Draft of SPSA

School Site Council SSC

October 2, 2024 - District Training; Roles and Responsibilities of Members, Data Review

November 19, 2024 - Nominations, Data Review, Review of Bylaws

February 19, 2025 - Approve the Safety Plan, Data Review, Development of the School-Wide Needs Assessment, SPSA Input and Update for the Following Year

May 14-19, 2025 - Review Draft of SPSA and Planned Expenditures, Provide Input

May 21, 2025 - Vote on SPSA

Staff Meetings

August 8, 2024 - Vision/Mission, Academic Performance Data Discussion and Analysis

August 9, 2024 - District Strategic Vision, Common Language for Instruction/Classroom Application, Safety Review, Mission and Vision Continued, Goals/Objectives, Keenan Training

September 3, 2024 - Raptor Training

October 1, 2024 - Culture/Climate Update, DNA Testing, Panorama Survey, Credit Recovery Discussion, Behavior Data & Discipline Expectations Discussion,

October 8, 2024 - Suicide Awareness & Prevention, Talking Points with Students

November 5, 2024 - DNA Data Analysis, Discussions and Goal Setting

January 14, 2025 - Safety Plan Update and Input, Survey Data, Behavior Update and Input from Staff

February 4, 2025 - Panorama Climate and Culture Survey, Analysis of Site/State Data, and input on Needs Assessment

April 1, 2025 - Panorama Climate and Culture Survey, Provide Input for SPSA

May 5-9, 2025 - Review Draft of SPSA and Expenditures, Provide Input for SPSA

May 22, 2025 - Share Final Draft of SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The following Comprehensive Needs Assessment Components are all in reference to the California School Dashboard.

English Learner Progress

During the 2023-24 school year, 31.3% of SHS English Language Learner students made progress toward English language proficiency, a 11.5% decline from the previous school year. This led to a low-performance level for English Language Learner students, categorizing them at level red.

During the 2023-24 school year, 28.3% of SHS Long Term English Language Learner students made progress toward English language proficiency, a 17.2% decline from the previous school year. This led to a low-performance level for English Language Learner students, categorizing them at level red.

Steps Selma High School has taken to address the areas of low performance in English Learner Progress:

- SHS provided lunchtime and after-school tutorials to help English learners with bilingual support.
- Strategically place Bilingual Instructional Aides in courses where EL students are concentrated.
- Built academic tutorials into their school day twice a week during ELD.
- The ELA Department provides numerous scaffolds, such as having students, specifically ELs and SWD, engage in collaborative discussions prior to writing tasks to allow students to learn from peers.
- PBIS Aides meet weekly with EL students who are at risk of failing courses and offer academic and behavioral supports.
- SHS has implemented the AVID Emerge Program in ELD classrooms. The program emphasizes critical thinking, reading, and writing skills that are essential for mastering complex content in their core classes.
- SHS has provided AVID Tutors in the AVID Elective Courses.

Steps Selma High School will take to address the areas of low performance in English learner Progress (in addition to those listed above):

- Staff will attend Professional Development geared toward supporting EL students in ELD.
- Selma High School will encourage our English Language Learner students to take the AVID Elective course. AVID will encourage ELs to enroll in rigorous courses and provide the scaffolding necessary to succeed in their classes.

As a WASC Critical Area of Need, Selma High School will provide an MTSS approach to support English Language Learner Students in language acquisition. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, writing on a regular basis, and engaging in academic discourse. Staff will be able to identify EL students and SWD. EL students and SWD will be appropriately scheduled and grouped. Professional Learning Teams will incorporate unit plans that detail EL/SWD high-leverage strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include EL and SWD conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, DNA Assessments, and the number of D/Fs at all grading periods. The AVID Emerge Program will be implemented in ELD classrooms and staff will receive PL to help support EL students. Tier 3 supports include after-school tutoring and targeted academic assistance. Once a student has been re-designated, staff will provide appropriate monitoring of RFEP students.

College and Career Indicator

During the 2023-24 school year, 46.9% of Selma High School students were considered to be prepared for college and careers, which was a decrease of 2.4% from the previous school year. This led to a low-performance level for SHS students in College and Careers, categorizing them at level orange.

Steps Selma High School has taken to address the areas of low performance in College and Careers:

- The SHS English and Mathematics Departments and administration attended extensive professional development training on Professional Learning Communities.
- The SHS English and Mathematics Departments will continue with and fine-tune the implementation of CFAs utilizing the CAASPP Interim Assessments, the District DNA Assessment, and progress monitoring students using Illuminate.
- SHS has worked to increase the number of students satisfying the requirements for the Seal of Biliteracy.
- There has been a focus on increasing the number of pathway completers for CTE Pathways.
- Recognition and incentive programs for students who consistently demonstrate academic success and improvement.

Steps Selma High School will take to address the areas of low performance in College and Careers (in addition to those listed above):

- Staff will attend Professional Learning Conferences that are standards-based and focused on CAASPP to ensure all students graduate college and career-ready.

- Increase the number of students participating in Upward Bound and the AVID Program.
- Utilize Link Crew Mentors to mentor freshman students.
- Re-establish a school-wide focus on completing A-G requirements.
- Provide additional resources to educate students and parents on college and career preparedness.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following Comprehensive Needs Assessment Components are all in reference to the California School Dashboard.

English Language Arts Indicator

During the 2023-2024 school year, Selma High School students scored 13.54 points above standard in ELA, which was an increase of 27.8 points from the previous school year. This led to a high performance level for all students in ELA, categorizing them at level green.

During the 2023-24 school year, Long Term English Language Learner students scored 91.7 points below standard in ELA, a decline of 6.1 points from the previous school year. This led to a very low-performance level for Long Term English Language Learner students in ELA, categorizing them at level red.

During the 2023-24 school year, English Language Learner students scored 79.5 points below standard in ELA, an increase of 17.6 points from the previous school year. This led to a low-performance level for English Language Learner students in ELA, categorizing them at level orange.

During the 2023-24 school year, Students with Disabilities scored 114.8 points below standard in ELA, an increase of 13 points from the previous school year. This led to a low-performance level for Students with Disabilities in ELA, categorizing them at level orange.

Mathematics Indicator

During the 2023-24 school year, Selma High School students scored 82.3 points below standard in Math, which was an increase of 31.2 points from the previous school year. This led to a medium level for all students in Math, categorizing them at level yellow.

During the 2023-24 school year, English Language Learner students scored 179.1 points below standard in Math. This subgroup maintained their previous year's score by 0.4 points. This led to a very low performance level for English Language Learner students in Math, categorizing them at level red.

During the 2023-24 school year, Long-Term English Language Learner students scored 207 points below standard in Math, a decline of 29.6 points from the previous school year. This led to a very low performance level for Long-Term English Language Learner students in Math, which categorizes them at level red.

During the 2023-24 school year, Students with Disabilities scored 205.7 points below standard in Math, a decline of 17.5 points from the previous school year. This led to a very low performance level for Students with Disabilities in Math, categorizing them at level red.

Steps Selma High School has taken to address the areas of low performance in ELA & Mathematics:

- The SHS English & Mathematics Departments and administration attended extensive professional development training on Professional Learning Communities.
- The English Department utilized Achieve 3000 in grades 9-11 to support students' individual reading needs.
- An intervention teacher worked with low readers on a push-in and pull-out basis to provide literacy support.
- Strategically placed Bilingual Instructional Aides and RSP Aides in courses where EL students & SWD are concentrated.
- RSP Instructional Aides offer 1 on 1 support during Transition Class to SWD and push into core classes based on student need.
- PBIS Aides have also provided additional behavioral and academic support for EL and SPED students in ELA and Math classes.
- Both departments provide numerous scaffolds such as having students, specifically EL's and SWD, engage in collaborative discussions prior to writing tasks to allow students to learn from peers, frontloading vocabulary before reading, utilizing images to help with vocabulary development and incorporating oral language activities that require students to use the vocabulary prior to engaging in reading and mathematical exercises.
- Transitions Class is provided to all RSP students to receive additional academic support.

-The SPED Department focuses daily on foundational writing skills, uses various scaffolds, and reteaches core content to provide additional support in ELA and math.

-The SHS English and Mathematics Departments will continue with and fine-tune the implementation of CFAs utilizing the CAASPP Interim Assessments, the District DNA Assessment, and progress monitoring students using Illuminate.

Steps Selma High School will take to address the areas of low performance in ELA & Mathematics (in addition to those listed above):

-Staff will attend Professional Development geared toward supporting EL students and SWD.

-While tutoring is offered, a more focused approach to providing Tier 2 and Tier 3 support is needed to improve the performance of these subgroups in ELA & Mathematics.

Graduation Rate Indicator

The Graduation Rate for all SHS students during the 2023-2024 school year was 95.6%, which was an increase of 4% from the previous school year. This led to an overall level of very high on the Dashboard, categorizing the overall Graduation Rate for SHS as blue.

During the 2023-24 school year, Students with Disabilities had a 80.4% graduation rate, a decline of 2.9% from the previous school year. This led to a low performance level for Students with Disabilities in Graduation Rate, categorizing them at level orange.

Steps Selma High School has taken to address the areas of low performance in Graduation Rates:

-SHS has worked to enhance student engagement in campus culture by holding additional student-centered events (Community Building Fridays, Bear Busks Store, Rallies, student events during athletic contests).

-SHS has provided Tier 1 and 2 academic support during and after school through Tier 1 classroom interventions, Transitions Classes, ELD Classes, the Expanded Learning Program, lunchtime, and after-school tutorials.

-Principal Lane and his administrative staff have worked alongside classroom teachers to be present in and outside of the classroom and at various student events to build a positive school climate.

-SHS has offered specific parenting courses for our parents/guardians who are non-English speaking to educate parents on graduation requirements and how to support their students academically, socially, and emotionally.

Steps Selma High School will take to address the areas of low performance in Graduation Rates (in addition to those listed above):

-SHS plans to implement targeted academic tutorials in ELA and Math, after school, for two/three days per week, to target at-risk students.

-SHS plans to implement targeted academic tutorials in Science and Social Studies, after school, one day per week, to target at-risk students.

Suspension Rate Indicator

The suspension rate for all SHS students during the 2023-24 school year was 6.7%, a 0.8% decline from the previous school year. This led to an overall level of medium on the Dashboard, categorizing the overall suspension rate for SHS as yellow.

The suspension rate for Long-Term English Language Learners during the 2023-24 school year was 10.5%. This subgroup maintained its previous year's score by 0.1%, leading to very low overall performance on the Dashboard, which categorizes the Long-Term English Language Learners subgroup suspension rate for SHS at level red.

Steps Selma High School has taken to address the areas of low performance in Suspension Rates:

-Implementation of the Bear Center with an assistant principal dedicated to behavior and campus safety.

-Hired an At-Risk counselor to meet with students who are sent to the Bear Center.

-Implementation of Ripple Effects, which empowers students to address behavior and underlying risks for success in school and in life.

-SHS has provided additional mental health services through the addition of mental health staff (additional social workers, additional mental health clinicians, new at-risk counselor).

-Continual use of the Student Support Form by all staff.

-2 Certified professional therapy dogs.

-4 PPS Credentialed Counselors.

-RSP and SDC Teachers regularly provide SEL lessons and work to consistently remind students of their coping strategies and skills.

-To support Students with Disabilities (SWD), SHS implemented regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey.

- SHS will provide Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), and the SHS Activities Director.
- SHS will provide site needs related to PBIS materials and supplies, PBIS framework, and clubs and programs.
- Principal Lane and his administrative staff have worked alongside classroom teachers to be present in and outside of the classroom and at various student events to build a positive school climate.
- SHS has worked to enhance student engagement in campus culture by holding additional student-centered events (Community Building Fridays, Bear Busks Store, Rallies, student events during athletic contests).

Steps Selma High School will take to address the areas of low performance in Suspension Rates (in addition to those listed above):

- Teachers in need will receive professional development in inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment.
- SHS will create a structured yet flexible support system that includes positive behavioral interventions and access to mental health resources that will enhance the academic success and well-being of EL students.
- SHS staff will receive professional development and resources to support efforts in establishing a safe climate/culture.

As a WASC Critical Area of Need: Selma High School will build an MTSS approach that will increase student connectedness for all students by expanding school day activities and enrichment programs. Based on our most recent data, SHS will focus on behavioral supports for EL Students and SWD. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors, and classroom behavior supports as well as the continued development and implementation of social-emotional initiatives, including the implementation of Open Parachute lessons. This will also include more targeted engagement activities to include EL students and SWD. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. SHS will utilize the Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), RSP Teachers, Academic Counselors, the At-Risk Counselor, and Link Crew as mentors.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The following Comprehensive Needs Assessment Components are all in reference to local assessments and local data sources.

ELA Local Assessment

- During the Spring of 2024, 47% of SHS 9th-grade students showed growth on the ELA Local Interim Assessment.
- During the Spring of 2024, 45% of SHS 10th-grade students showed growth on the ELA Local Interim Assessment.
- During the Spring of 2024, 53% of SHS 11th-grade students showed growth on the ELA Local Interim Assessment.

Math Local Assessment

- During the Spring of 2024, 33% of SHS Math 1 students (grades 9 & 10) showed growth on the Math Local Interim Assessment.
- During the Spring of 2024, 23% of SHS Math 2 students (grade 10) students showed growth on the Math Local Interim Assessment.
- During the Spring of 2024, 29% of SHS 11th-grade students showed growth on the Math Local Interim Assessment.

Behavioral Data - SHS Bear Center

-During the 2024-25 school year from 8/13 to 12/20, Selma High School had 1,468 Bear Center referrals from staff. This is an increase of 26% from the previous year during the same time period. Staff has been encouraged to utilize the Bear Center when needed and staff has reported fewer classroom disruptions as a result of feeling more comfortable with utilizing the Bear Center.

Student Survey Data

- During the 2024-25 school year, 50% of SHS students reported that they feel like they belong on campus, with another 34% reporting that they feel that they somewhat belong.
- During the 2024-25 school year, 33% of SHS students reported feeling connected to adults on campus, with another 38% reporting feeling somewhat connected.

Parent Survey Data

-During the 2024-25 school year, 61% of SHS families reported that their busy schedules are a medium to large problem when it comes to becoming involved with our school.

-During the 2024-25 school year, 57% of SHS families reported that SHS provides information about involvement opportunities.

-During the 2024-25 school year, 61 SHS families completed the Panorama Survey.

SHS Mental Health Referrals

-During the 2024-25 school year, 227 Student Support Forms were submitted by parents, staff, teachers and administrators. This is an increase of 17.6% from the 2023-2024 school year.

-During the 2024-25 school year, SHS had 139 students walk in and ask for mental health services.

Chronic Absenteeism

-During the 2023-24 school year, 19% of SHS students are identified as being chronically absent. *Most recent data as of 4/29/25.

The local data supports the California Dashboard Indicators referenced above. The local data for ELA supports the need for SHS to focus on ELA for all students, in particular EL's and SWD's. Even though our CAASPP data shows growth in math, and we are currently in yellow, our current met/exceeds data on the MATH CAASPP Assessment is considerably low for all students (16.25%), and the local indicator assessment results support that math is an area of continued need, with an average of 29% being on target for 11th grade. The Bear Center data supports our suspension rate, and this will be another area of focus based on student needs. The Bear Center Data is an indicator that staff is utilizing the Bear Center, which means that students are being identified based on need and receiving interventions. Culture and climate, along with the feeling of connectedness, are other areas for growth as SHS wants all students to feel a part of the Bear Community and graduate from SHS being college and career-ready.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Selma High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.29%	0.17%	0.29%	5	3	5
African American	0.23%	0.39%	0.29%	4	7	5
Asian	4.08%	3.89%	3.43%	71	69	59
Filipino	0%	%	%	0		
Hispanic/Latino	91.45%	91.32%	91.92%	1593	1621	1582
Pacific Islander	0.06%	%	%	1		
White	3.67%	3.89%	4.01%	64	69	69
Two or More Races	0.23%	0.34%	0.06%	4	6	1
Not Reported	0%	%	%	0		
Total Enrollment				1742	1775	1721

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	452	451	
Grade 10	474	443	
Grade 11	477	455	
Grade 12	339	426	
Total Enrollment	1,742	1,775	

Conclusions based on this data:

1. Student enrollment has increased by 33 students from the 22/23 to the 23/24 school year.
2. The student subgroup identifying as African American have seen a slight increase in enrollment over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	361	314	290	20.7%	17.7%	16.9%
Fluent English Proficient (FEP)	647	702	675	37.1%	39.5%	39.2%
Reclassified Fluent English Proficient (RFEP)	37			10.2%		

Conclusions based on this data:

1. The number of English Learners has slightly decreased in 23-24, by 13.4%, after having an increase of 5.1% over the past three years.
2. The number of reclassified students has increased over the last three school years by 31 students or 9.8%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	375	442	413	367	433	403	367	433	403	97.9	98.0	97.6
All Grades	375	442	413	367	433	403	367	433	403	97.9	98.0	97.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2581.	2566.	2592.	18.80	16.63	21.34	35.42	32.33	37.22	27.52	24.48	22.33	18.26	26.56	19.11
All Grades	N/A	N/A	N/A	18.80	16.63	21.34	35.42	32.33	37.22	27.52	24.48	22.33	18.26	26.56	19.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.58	17.09	22.33	61.48	58.20	58.06	19.95	24.71	19.60
All Grades	18.58	17.09	22.33	61.48	58.20	58.06	19.95	24.71	19.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.77	21.94	25.31	61.48	53.12	55.33	17.76	24.94	19.35
All Grades	20.77	21.94	25.31	61.48	53.12	55.33	17.76	24.94	19.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.56	9.24	14.14	74.59	74.36	75.93	15.85	16.40	9.93
All Grades	9.56	9.24	14.14	74.59	74.36	75.93	15.85	16.40	9.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.12	15.01	23.82	70.22	69.98	63.03	13.66	15.01	13.15
All Grades	16.12	15.01	23.82	70.22	69.98	63.03	13.66	15.01	13.15

Conclusions based on this data:

1. We meet the 95%+ requirement to ensure that the results of this test are valid and representative of our student population in the 23/24 school year. 97.6% of 11th grade students tested.
2. 58.56% of students met or exceeded the ELA standards for the 23/24 school year. This is a decrease of 5.26% from the previous school year.
3. 19.11% of students did not meet the ELA standards for the 23/24 school year. This an increase of 8.3% from the previous school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	375	443	413	367	437	406	367	437	406	97.9	98.6	98.3
All Grades	375	443	413	367	437	406	367	437	406	97.9	98.6	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2498.	2510.	2542.	1.63	2.06	6.40	12.26	14.19	21.67	20.71	24.94	24.63	65.40	58.81	47.29
All Grades	N/A	N/A	N/A	1.63	2.06	6.40	12.26	14.19	21.67	20.71	24.94	24.63	65.40	58.81	47.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.81	5.49	11.82	35.97	35.93	43.10	60.22	58.58	45.07
All Grades	3.81	5.49	11.82	35.97	35.93	43.10	60.22	58.58	45.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.81	3.43	8.37	56.40	61.10	60.10	36.78	35.47	31.53
All Grades	6.81	3.43	8.37	56.40	61.10	60.10	36.78	35.47	31.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.36	4.12	8.87	59.40	57.89	63.55	36.24	37.99	27.59
All Grades	4.36	4.12	8.87	59.40	57.89	63.55	36.24	37.99	27.59

Conclusions based on this data:

1. We did meet the 95%+ requirement to ensure that the results of this test are valid and representative of our student population for the 23/24 school year. 98.3% of the 11 grade students tested.
2. 28.07% of students met or exceeded the math standards for the 23/24 school year. This an increase of 73% from the previous school year.
3. While we are proud of our gains in math CAASPP scores, math continues to be an area of focus for Selma High School.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1539.0	1552.1	1515.0	1530.9	1553.8	1508.4	1546.6	1549.8	1521.1	97	98	91
10	1542.5	1555.7	1527.7	1531.2	1563.1	1517.9	1553.3	1547.8	1537.1	107	88	86
11	1540.9	1539.6	1529.2	1527.8	1534.7	1526.7	1553.6	1543.9	1531.3	76	78	64
12	1552.1	1544.8	1548.3	1549.3	1538.6	1544.9	1554.3	1550.5	1551.3	37	61	56
All Grades										317	325	297

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.25	21.43	4.40	43.75	39.80	29.67	34.38	21.43	38.46	15.63	17.35	27.47	96	98	91
10	17.92	29.89	11.63	38.68	27.59	34.88	16.98	25.29	27.91	26.42	17.24	25.58	106	87	86
11	10.53	12.82	15.63	38.16	39.74	21.88	30.26	23.08	26.56	21.05	24.36	35.94	76	78	64
12	8.11	9.84	16.07	43.24	36.07	33.93	29.73	32.79	25.00	18.92	21.31	25.00	37	61	56
All Grades	11.43	19.44	11.11	40.63	35.80	30.30	26.98	25.00	30.30	20.95	19.75	28.28	315	324	297

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.63	35.71	17.58	54.17	32.65	40.66	17.71	18.37	23.08	12.50	13.27	18.68	96	98	91
10	28.30	37.93	27.91	36.79	34.48	29.07	13.21	14.94	18.60	21.70	12.64	24.42	106	87	86
11	25.00	26.92	23.44	43.42	35.90	34.38	14.47	16.67	20.31	17.11	20.51	21.88	76	78	64
12	18.92	22.95	32.14	45.95	37.70	33.93	18.92	24.59	17.86	16.22	14.75	16.07	37	61	56
All Grades	22.54	31.79	24.58	44.76	34.88	34.68	15.56	18.21	20.20	17.14	15.12	20.54	315	324	297

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.13	6.12	2.20	23.96	24.49	16.48	38.54	40.82	31.87	34.38	28.57	49.45	96	98	91
10	9.43	11.49	5.81	22.64	26.44	22.09	34.91	33.33	34.88	33.02	28.74	37.21	106	87	86
11	2.63	2.56	7.81	27.63	20.51	9.38	40.79	41.03	31.25	28.95	35.90	51.56	76	78	64
12	0.00	1.64	8.93	27.03	22.95	14.29	40.54	40.98	41.07	32.43	34.43	35.71	37	61	56
All Grades	4.76	5.86	5.72	24.76	23.77	16.16	38.10	38.89	34.34	32.38	31.48	43.77	315	324	297

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.21	15.31	3.30	80.21	68.37	63.74	14.58	16.33	32.97	96	98	91
10	5.66	16.09	4.65	72.64	66.67	60.47	21.70	17.24	34.88	106	87	86
11	2.63	2.60	9.38	69.74	71.43	57.81	27.63	25.97	32.81	76	77	64
12	5.41	6.56	8.93	62.16	62.30	58.93	32.43	31.15	32.14	37	61	56
All Grades	4.76	10.84	6.06	73.02	67.49	60.61	22.22	21.67	33.33	315	323	297

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	60.42	75.51	47.25	27.08	12.24	34.07	12.50	12.24	18.68	96	98	91
10	59.43	79.31	53.49	20.75	8.05	24.42	19.81	12.64	22.09	106	87	86
11	56.58	58.97	57.81	27.63	21.79	21.88	15.79	19.23	20.31	76	78	64
12	64.86	63.93	75.00	27.03	24.59	8.93	8.11	11.48	16.07	37	61	56
All Grades	59.68	70.37	56.57	25.08	15.74	23.91	15.24	13.89	19.53	315	324	297

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.54	8.16	8.79	41.67	53.06	32.97	44.79	38.78	58.24	96	98	91
10	20.75	18.39	12.79	38.68	40.23	39.53	40.57	41.38	47.67	106	87	86
11	5.26	5.19	7.81	50.00	42.86	35.94	44.74	51.95	56.25	76	77	64
12	2.70	6.56	12.50	48.65	39.34	39.29	48.65	54.10	48.21	37	61	56
All Grades	12.70	9.91	10.44	43.49	44.58	36.70	43.81	45.51	52.86	315	323	297

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.08	0.00	80.21	80.61	69.23	19.79	15.31	30.77	96	98	91
10	0.94	3.45	1.16	74.53	79.31	75.58	24.53	17.24	23.26	106	87	86
11	22.37	12.82	7.81	57.89	65.38	56.25	19.74	21.79	35.94	76	78	64
12	24.32	9.84	5.45	64.86	73.77	67.27	10.81	16.39	27.27	37	61	55
All Grades	8.57	7.10	3.04	71.11	75.31	67.91	20.32	17.59	29.05	315	324	296

Conclusions based on this data:

1. The number of students taking the ELPAC decreased by 28 students in the 23/24 school year. This is a 6% decrease from 21/22 to the 23/24 school year.
2. The percentage of students scoring an overall level of four has decreased from 19.44% in 22/23 to 11.11% in 23/24. The 22/23 school year was an unusually high scoring year for SHS on the ELPAC.
3. Grades 9 and 10 experienced a significant decrease in the areas of reading and writing in the 23/24 school year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,775	89.5%	17.7%	0.8%
Total Number of Students enrolled in Selma High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	314	17.7%
Foster Youth	15	0.8%
Homeless	14	0.8%
Socioeconomically Disadvantaged	1,589	89.5%
Students with Disabilities	196	11%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.4%
American Indian	3	0.2%
Asian	69	3.9%
Filipino	0	0.0%
Hispanic	1,621	91.3%
Two or More Races	6	0.3%
Pacific Islander	0	0.0%
White	69	3.9%

Conclusions based on this data:

- 89.5% of the student population at SHS was identified as socioeconomically disadvantaged for the 23-24 school year.

2. The majority of students attending SHS are identified as being Hispanic, 91.3%.
3. 17.7% of Selma High School students are English Language Learners. We have seen a slight decrease, 3%, from the 22-23 to the 23-24 school year.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

English Learner Progress



Red

College/Career



Orange

Conclusions based on this data:

1. Selma High School's graduation status has been a focus and has increased from green to blue over the past two school years (22-23 to 23-24).
2. The overall suspension rate is classified as medium and has remained so over the past two school years.
3. Overall, ELA Academic Performance Levels increased significantly from orange in 22-23 to green in 23-24. English Learner Progress continues to be an area of focus for Selma High School.

School and Student Performance Data

Academic Performance English Language Arts

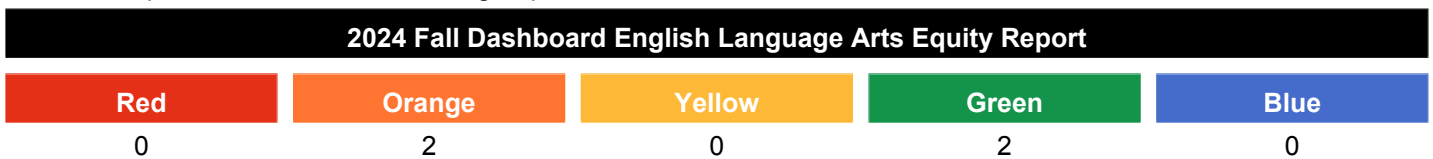
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>13.4 points above standard</p> <p>Increased 27.8 points</p> <p>392 Students</p>	<p>English Learners</p> <p> Orange</p> <p>79.5 points below standard</p> <p>Increased 17.6 points</p> <p>73 Students</p>	<p>Long-Term English Learners</p> <p> Red</p> <p>91.7 points below standard</p> <p>Declined 6.1 points</p> <p>43 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>8.9 points above standard</p> <p>Increased 24.9 points</p> <p>342 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>114.8 points below standard</p> <p>Increased 13.0 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>47.0 points above standard</p> <p>Increased 4.4 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>10.2 points above standard</p> <p>Increased 26.3 points</p> <p>358 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>62.1 points above standard</p> <p>Increased 73.4 points</p> <p>15 Students</p>

Conclusions based on this data:

1. Overall we have seen a significant increase, almost 10%, in students scoring met or exceeded in ELA. English Learners and Students with Disabilities also saw increases in ELA.
2. Hispanic Students and Socioeconomically Disadvantaged Students scored in green in ELA, which was an average increase of 25 points.
3. A focus on Long Term English Learners is needed to improve student outcomes.

School and Student Performance Data

Academic Performance Mathematics

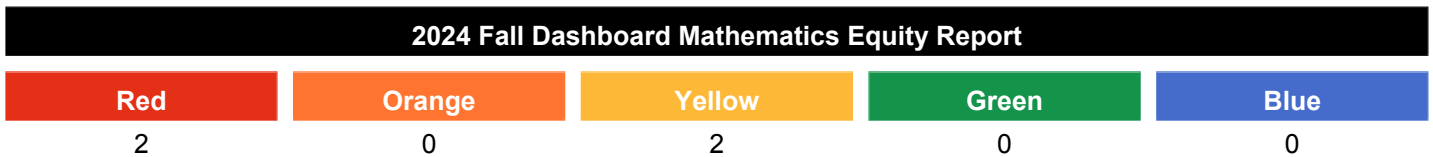
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>82.3 points below standard</p> <p>Increased 31.2 points</p> <p>395 Students</p>	<p>English Learners</p> <p>Red</p> <p>179.1 points below standard</p> <p>Maintained 0.4 points</p> <p>76 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>207.0 points below standard</p> <p>Declined 29.6 points</p> <p>42 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>87.9 points below standard</p> <p>Increased 29.5 points</p> <p>345 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>205.7 points below standard</p> <p>Declined 17.5 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>33.4 points below standard</p> <p>Increased 16.7 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>87.1 points below standard</p> <p>Increased 29.8 points</p> <p>361 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>12.4 points below standard</p> <p>Increased 76.5 points</p> <p>15 Students</p>

Conclusions based on this data:

1. Overall students scored in the medium range in math, this is due to a 31.2 point growth in math. Overall students scored 82.3 points below standard in math.
2. Socioeconomically Disadvantaged Students saw an increase of 29.5 points in math. English Language Learners maintained their level of red in math. Students with Disabilities had a decline of 17.5 points in math for the 23/24 school year.
3. Math still remains a focus for Selma High School as all subgroups need to work toward meeting the math standards.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 31.3% making progress. Number Students: 278 Students	Long-Term English Learner Progress  Red 28.3% making progress. Number Students: 219 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32%	36%	1.4%	28.1%

Conclusions based on this data:

- 28.1% of English Learner Students progressed at least one level on the ELPAC during the 23/24 school year. This is a significant decrease when compared to the 22/23 school year, which saw a 42.8%.
- 32% of our EL population decreased one ELPI level from 22/23 to the 23/24 school year. This is a significant increase when compared to the 22/23 school year, which saw a 17.1%.
- Supporting our English Language Learners in language acquisition continues to be a priority for Selma High School.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

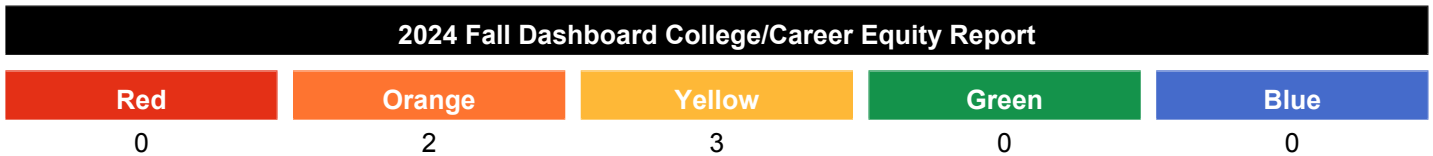
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>46.9 Prepared</p> <p>Declined 2.4</p> <p>433 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>22.4 Prepared</p> <p>Increased 4.3</p> <p>85 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>25.4 Prepared</p> <p>Increased 9</p> <p>67 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>33.3 Prepared</p> <p>Increased 25</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>45.6 Prepared</p> <p>Declined 2.7</p> <p>410 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.7 Prepared</p> <p>Increased 2.5</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>62.5 Prepared</p> <p>Increased 5.4</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>46.5 Prepared</p> <p>Declined 3.4</p> <p>385 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>36.8 Prepared</p> <p>Maintained 0.7</p> <p>19 Students</p>

Conclusions based on this data:

1. Overall, 46.9% of students at Selma High School are graduating College and Career Ready, with 45.6% of those students being identified as Socioeconomically Disadvantaged.
2. In reviewing our specific student subgroup data, SHS did see very slight increase among our English Language Learners with 22.4% prepared and our Students with Disabilities with 15.7% prepared during the 23/24 school year. These trends are consistent with California, and we look to develop effective PLCs to further highlight effective instructional strategies to support these specific subgroups.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to compare.

School and Student Performance Data

Academic Engagement Graduation Rate

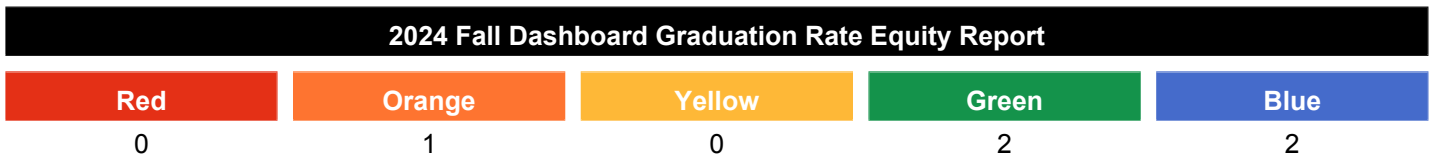
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>95.6% graduated</p> <p>Increased 4%</p> <p>434 Students</p>	<p>English Learners</p> <p> Green</p> <p>89.4% graduated</p> <p>Increased 9.4%</p> <p>85 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>91% graduated</p> <p>Increased 8.3%</p> <p>67 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Increased 25%</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>95.9% graduated</p> <p>Increased 4%</p> <p>410 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>80.4% graduated</p> <p>Declined 2.9%</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>91.7% graduated</p> <p>Maintained 0.8%</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>96.1% graduated</p> <p>Increased 4.3%</p> <p>385 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>89.5% graduated</p> <p>Declined 4.3%</p> <p>19 Students</p>

Conclusions based on this data:

1. Selma High School has seen a significant increase in the graduation rates for English Language Learners, an increase of 9.4% for the 23/24 school year.
2. Students with Disabilities are in level orange and saw a 2.9% in graduation rate in the 23/24 school year.
3. Socioeconomically disadvantaged and Hispanic students make up the majority students at SHS and they in turn have a similar graduation rate as the all students graduation rate, which is 95.6% in 23/24.

School and Student Performance Data

Conditions & Climate Suspension Rate

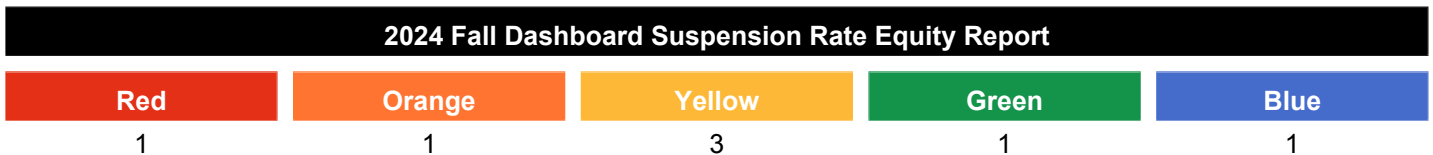
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.7% suspended at least one day</p> <p>Declined 0.8%</p> <p>1893 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>10% suspended at least one day</p> <p>Declined 0.3%</p> <p>349 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>10.5% suspended at least one day</p> <p>Maintained 0.1%</p> <p>257 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>4.2% suspended at least one day</p> <p>Declined 17.6%</p> <p>24 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Declined 23.1%</p> <p>26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined 0.4%</p> <p>1719 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 5.3%</p> <p>204 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 9.2%</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>7.2% suspended at least one day</p> <p>Maintained 0%</p> <p>1731 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 8.7%</p> <p>74 Students</p>

Conclusions based on this data:

1. Overall the suspension rate is at 6.7%, which is a slight decline of 0.8% from the previous year. Selma High School has PBIS embedded in all consequences to provide our students and families with education and the opportunity to learn from their actions to change behavior.
2. The suspension rate for the English Language Learner population is approximately 3.3% higher than that of our overall student population.
3. The suspension rate for students with disabilities has had a decline and is now only 2.1% higher than our overall student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement for ALL

Goal 1: All students in Selma Unified will develop the academic skills necessary for continual growth toward grade level proficiency across all content areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students in Selma Unified will develop the academic skills necessary for continual growth toward grade level proficiency across all content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following Comprehensive Needs Assessment Components are all in reference to the California School Dashboard. This data, along with local data, was used to determine the identified needs of the students of Selma High School.

English Language Arts Indicator

During the 2023-2024 school year, Selma High School students scored 13.54 points above standard in ELA, which was an increase of 27.8 points from the previous school year. This led to a high performance level for all students in ELA, categorizing them at level green.

During the 2023-24 school year, Long Term English Language Learner students scored 91.7 points below standard in ELA, a decline of 6.1 points from the previous school year. This led to a very low-performance level for Long Term English Language Learner students in ELA, categorizing them at level red.

During the 2023-24 school year, English Language Learner students scored 79.5 points below standard in ELA, an increase of 17.6 points from the previous school year. This led to a low-performance level for English Language Learner students in ELA, categorizing them at level orange.

During the 2023-24 school year, Students with Disabilities scored 114.8 points below standard in ELA, an increase of 13 points from the previous school year. This led to a low-performance level for Students with Disabilities in ELA, categorizing them at level orange.

Mathematics Indicator

During the 2023-24 school year, Selma High School students scored 82.3 points below standard in Math, which was an increase of 31.2 points from the previous school year. This led to a medium level for all students in Math, categorizing them at level yellow.

During the 2023-24 school year, English Language Learner students scored 179.1 points below standard in Math. This subgroup maintained their previous year's score by 0.4 points. This led to a very low performance level for English Language Learner students in Math, categorizing them at level red.

During the 2023-24 school year, Long-Term English Language Learner students scored 207 points below standard in Math, a decline of 29.6 points from the previous school year. This led to a very low performance level for Long-Term English Language Learner students in Math, which categorizes them at level red.

During the 2023-24 school year, Students with Disabilities scored 205.7 points below standard in Math, a decline of 17.5 points from the previous school year. This led to a very low performance level for Students with Disabilities in Math, categorizing them at level red.

Steps Selma High School has taken to address the areas of low performance in ELA & Mathematics:

- The SHS English & Mathematics Departments and administration attended extensive professional development training on Professional Learning Communities.
- The English Department utilized Achieve 3000 in grades 9-11 to support students' individual reading needs.
- An intervention teacher worked with low readers on a push-in and pull-out basis to provide literacy support.
- Strategically placed Bilingual Instructional Aides and RSP Aides in courses where EL students & SWD are concentrated.
- RSP Instructional Aides offer 1 on 1 support during Transition Class to SWD and push into core classes based on student need.
- PBIS Aides have also provided additional behavioral and academic support for EL and SPED students in ELA and Math classes.
- Both departments provide numerous scaffolds such as having students, specifically EL's and SWD, engage in collaborative discussions prior to writing tasks to allow students to learn from peers, frontloading vocabulary before reading, utilizing images to help with vocabulary development and incorporating oral language activities that require students to use the vocabulary prior to engaging in reading and mathematical exercises.
- Transitions Class is provided to all RSP students to receive additional academic support.
- The SPED Department focuses daily on foundational writing skills, uses various scaffolds, and reteaches core content to provide additional support in ELA and math.
- The SHS English and Mathematics Departments will continue with and fine-tune the implementation of CFAs utilizing the CAASPP Interim Assessments, the District DNA Assessment, and progress monitoring students using Illuminate.

Steps Selma High School will take to address the areas of low performance in ELA & Mathematics (in addition to those listed above):

- Staff will attend Professional Development geared toward supporting EL students and SWD.

-While tutoring is offered, a more focused approach to providing Tier 2 and Tier 3 support is needed to improve the performance of these subgroups in ELA & Mathematics.

As a WASC Critical Area of Need: Selma High School will build a MTSS approach to math support for all students. Tier 1 will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier 2 will incorporate opportunities for strategic grouping, reteaching, and utilizing technology resources for struggling students. Tier 3 will include teacher tutoring services, Expanded Learning Tutoring Services, Tutor.com tutoring services, technology resources to support remediation, and the implementation of Math 1 A and Math 1B. Supports will center on good first instruction, professional learning, professional collaboration, backward planning with common formative assessments, common grading practices, performance tasks, tutorials, and other interventions.

English Learner Progress

During the 2023-24 school year, 31.3% of SHS English Language Learner students made progress toward English language proficiency, a 11.5% decline from the previous school year. This led to a low-performance level for English Language Learner students, categorizing them at level red.

During the 2023-24 school year, 28.3% of SHS Long Term English Language Learner students made progress toward English language proficiency, a 17.2% decline from the previous school year. This led to a low-performance level for English Language Learner students, categorizing them at level red.

Steps Selma High School has taken to address the areas of low performance in English Learner Progress:

- SHS provided lunchtime and after-school tutorials to help English learners with bilingual support.
- Strategically place Bilingual Instructional Aides in courses where EL students are concentrated.
- Built academic tutorials into their school day twice a week during ELD.
- The ELA Department provides numerous scaffolds, such as having students, specifically ELs and SWD, engage in collaborative discussions prior to writing tasks to allow students to learn from peers.
- PBIS Aides meet weekly with EL students who are at risk of failing courses and offer academic and behavioral supports.
- SHS has implemented the AVID Emerge Program in ELD classrooms. The program emphasizes critical thinking, reading, and writing skills that are essential for mastering complex content in their core classes.
- SHS has provided AVID Tutors in the AVID Elective Courses.

Steps Selma High School will take to address the areas of low performance in English learner Progress (in addition to those listed above):

- Staff will attend Professional Development geared toward supporting EL students in ELD.
- Selma High School will encourage our English Language Learner students to take the AVID Elective course. AVID will encourage ELs to enroll in rigorous courses and provide the scaffolding necessary to succeed in their classes.

As a WASC Critical Area of Need, Selma High School will provide an MTSS approach to support English Language Learner Students in language acquisition. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, writing on a regular basis, and engaging in academic discourse. Staff will be able to identify EL students and SWD. EL students and SWD will be appropriately scheduled and grouped. Professional Learning Teams will incorporate unit plans that detail EL/SWD high-leverage strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include EL and SWD conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, DNA Assessments, and the number of D/Fs at all grading periods. The AVID Emerge Program will be implemented in ELD classrooms and staff will receive PL to help support EL students. Tier 3 supports include after-school tutoring and targeted academic assistance. Once a student has been re-designated, staff will provide appropriate monitoring of RFEP students.

College and Career Indicator

During the 2023-24 school year, 46.9% of Selma High School students were considered to be prepared for college and careers, which was a decrease of 2.4% from the previous school year. This led to a low-performance level for SHS students in College and Careers, categorizing them at level orange.

Steps Selma High School has taken to address the areas of low performance in College and Careers:

- The SHS English and Mathematics Departments and administration attended extensive professional development training on Professional Learning Communities.
- The SHS English and Mathematics Departments will continue with and fine-tune the implementation of CFAs utilizing the CAASPP Interim Assessments, the District DNA Assessment, and progress monitoring students using Illuminate.

- SHS has worked to increase the number of students satisfying the requirements for the Seal of Bi-literacy.
- There has been a focus on increasing the number of pathway completers for CTE Pathways.
- Recognition and incentive programs for students who consistently demonstrate academic success and improvement.

Steps Selma High School will take to address the areas of low performance in College and Careers (in addition to those listed above):

- Staff will attend Professional Learning Conferences that are standards-based and focused on CAASPP to ensure all students graduate college and career-ready.
- Increase the number of students participating in Upward Bound and the AVID Program.
- Utilize Link Crew Mentors to mentor freshman students.
- Re-establish a school-wide focus on completing A-G requirements.
- Provide additional resources to educate students and parents on college and career preparedness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA for All Students Met or Exceeded the Standard Source: CDE Dashboard	58.56% met or exceeded the standard	2025-2026 CAASPP - ELA for All Students Met or Exceeded will increase by 2.5% from 58.56% to 61.06%.
CAASPP - ELA for English Language Learners Students Met or Exceeded the Standard Source: CDE Dashboard	7.55% met or exceeded the standard	2025-2026 CAASPP - ELA for English Language Learner Students Met or Exceeded will increase by 2.5% from 7.55% to 10.05%.
CAASPP - ELA for Students with Disabilities Met or Exceeded the Standard Source: CDE Dashboard	14.28% met or exceeded the standard	2025-2026 CAASPP - ELA for Students with Disabilities Met or Exceeded will increase by 2.5% from 14.28% to 16.78%.
CAASPP - Math for All Students Met or Exceeded the Standard Source: CDE Dashboard	28.07% met or exceeded the standard	2025-2026 CAASPP - Math for All Students Met or Exceeded will increase by 2.5% from 28.07% to 30.57%.
CAASPP - Math for English Language Learner Students Met or Exceeded the Standard Source: CDE Dashboard	1.82% met or exceeded the standard	2025-2026 CAASPP - Math for English Language Learner Students Met or Exceeded will increase by 2.5% from 1.82% to 4.32%.
CAASPP - Math for Students with Disabilities Met or Exceeded the Standard Source: CDE Dashboard	5% met or exceeded the standard	2025-2026 CAASPP - Math for Students with Disabilities Met or Exceeded will increase by 2.5% from 5.00% to 7.5%.
College and Career Indicator - Percentage of Students Prepared Source: CDE Dashboard	46.9% Prepared	2025-2026 - The College and Career Indicator for All Students Prepared will increase by 2% from 46.9% to 48.9%.
Number of Students Completing A-G Course Requirements Source: CDE Dashboard	38.4% Completed	2025-2026 - The Number of Students Completing A-G Course Requirements will increase by 2% from 38.4% to 40.4%.
Number of Students Redesignated Source: CDE Dashboard	13% redesignation rate	2025-2026 - The Redesignation Rate will stay above 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>This action will address the 2024 California Dashboard for Orange & Red Indicator performance in the area of CAASPP ELA & Mathematics & English Learner Progress for English Language Learners and Long Term English Language Learners at Selma High School.</p> <p>Selma High School will utilize the AVID Program to support our English Language Learners. The AVID Program will support English Language Learners in developing their academic language proficiency in ELA through writing workshops, reading strategies, and speaking exercises. The program emphasizes critical thinking, reading, and writing skills that are essential for mastering complex content in their core classes. AVID strategies accelerate language acquisition and develop literacy, which will help place our English Language Learners on a path to college preparatory coursework. Upon request, teachers will receive additional training in AVID to integrate these strategies into their classrooms effectively. AVID tutors will also be provided in AVID Elective courses.</p> <p>In addition to supplemental materials, supplies, and strategic mentoring, Academic Tutorials will be held during and after school to provide additional support for English Language Learners.</p> <p>This action is designed to meet the needs of English Learners; however, because it will benefit all students' academic success, it will be provided on a site-wide basis.</p>	English Learners/Long Term English Learners	<p>3,000 Title I 4000-4999: Books And Supplies Materials and Supplies</p> <p>10,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Time Tutoring</p>
1.2	<p>This action will address the 2024 California Dashboard for Orange & Red Indicator performance in the areas of CAASPP ELA & Mathematics for Students with Disabilities at Selma High School.</p> <p>Selma High School will implement Mentor Coaching for SWD to provide personalized support, encouragement, and skill-building critical for academic success. Students will receive this support from Special Education Teachers, who will create an action plan along with the SHS student based on the student's needs. The coaching component will include support in advocacy skills, teaching students to articulate their challenges and advocate for accommodations and supports they may need to foster independence and voice. This strategy will promote individualized support for the student while staff will more closely learn about the student's learning styles, strengths, and areas for improvement. Students will set goals and staff will</p>	Students with Disabilities	<p>1,000 Title I 4000-4999: Books And Supplies Materials and Supplies</p> <p>3,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Time Tutoring</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>progress monitor with a Mentoring Coaching document.</p> <p>In addition to supplemental materials, supplies, and strategic mentoring, Academic Tutorials will be held during and after school to provide additional support for Students with Disabilities.</p>		
<p>1.3</p>	<p>This action will address the 2024 California Dashboard for Orange indicator performance in the area of College and Career Readiness at Selma High School for all students.</p> <p>Selma High School is committed to strengthening our students' understanding of college and career readiness requirements as well as offering post-secondary planning support and preparation for the logistical aspects of transitioning to college and or a career while cultivating a culture that focuses on college and career.</p> <p>In addition to supplemental academic supports for students to meet the college and career readiness requirements, SHS teachers will integrate career-related projects and discussions into all classes, highlighting how academic studies relate to potential career paths. SHS will support field trips to various colleges and career sites to expose students to a wide variety of college and career choices. SHS will also incorporate Parchment training for all seniors during registration.</p> <p>SHS will also focus on increasing exposure to colleges and our CTE Pathways through activities and events, hosting professional guests both during and outside of school to expose students to various careers and provide career awareness, and offering additional college & career resources and events to help support and educate our students & families. This includes the College and Career Fair, the Becoming a Bear Event, Registration, the Fresno Area College night field trip, the Career Technology Expo field trip, AVID field trips and Decision Days. District funding via the LCAP will be used to provide additional funding for these events.</p> <p>SHS will work to increase the number of students participating in programs such as Bulldog Bound, Upward Bound, Merced Automatic Admission Program, and the AVID Program. District funding via the LCAP will be used to visit colleges and trade schools to provide students with additional exposure to various college and career programs.</p> <p>This encompasses supplying all necessary supplemental materials, supplies, refreshments, equipment, and resources to facilitate the</p>	<p>All Students</p>	<p>3,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes-includes benefits</p> <p>5,000 LCFF 4000-4999: Books And Supplies Materials and supplies</p> <p>2,000 LCFF 5700-5799: Transfers Of Direct Costs Food Services</p> <p>1,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Printing Services</p> <p>6,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Parchment</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures Educational Field Trip Expenses & Transportation</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	execution of these actions and promote a college and career environment.		
1.4	<p>The academic programming for our English Language Learners will involve designated English Language Development (ELD) sessions customized to each student's language proficiency using the AVID Emerge Program. These sessions will focus on improving listening, speaking, reading, and writing skills. Additionally, Integrated ELD will be embedded into subject-based lessons in all classes utilizing AVID strategies, enabling students to grasp content while receiving language support. To enhance comprehension and participation, instructional methods will incorporate supports such as visuals, hands-on activities, and manipulatives. Progress monitoring by staff will ensure that students are reclassified once they meet the requirements.</p> <p>In addition, supplemental materials, supplies, and strategic mentoring will be provided during and after school to support English Language Learners in the ELD classrooms, core classrooms, AVID Elective classrooms, and through the Expanded Learning Program.</p>	English Learners	1,000 Title I 4000-4999: Books And Supplies Materials and Supplies
1.5	<p>The academic program for Long-Term English Learners (LTELs) will offer designated and integrated English Language Development (ELD) based on student need. Academic language support and literacy skills supports will aid in the understanding of subject matter. Teachers will ensure students have the necessary background knowledge and vocabulary to effectively engage with grade-level material. Small group instruction, individualized instruction, and additional interventions during the school day and after school will also be utilized to support progress toward reclassification and meeting graduation requirements.</p> <p>In addition, supplemental materials, supplies, and strategic mentoring both during and after school will be provided to support English Language Learners in the ELD classrooms, core classrooms, AVID Elective classrooms and through the Expanded Learning Program.</p>	Long Term English Learners	1,000 Title I 4000-4999: Books And Supplies Materials and Supplies
1.6	SHS will provide additional funding for supplemental materials and supplies to help ensure all students have equitable access to learning resources. We believe in providing resources to all students that enrich the district-funded curriculum, as well as cater to diverse learning styles and support students facing learning gaps. SHS will provide supplemental support to students in ELA,	All students	10,000 Title I 4000-4999: Books And Supplies Equipment-Technology, Repairs 42130

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>math, science, social science, and ELD. This will include supplemental technology for students to use in classrooms and for the Title 1 LEA, including additional Chromebooks, iPads, printers, laptops, web-based programs/curricula, a copy machine, and supplemental software. Additional supplemental materials, supplies, and equipment (including equipment repair & ink) to support learning will also be provided, such as Scholastic Magazines for core subjects, quad-ruled notebooks for students enrolled in math, lab materials/equipment for science classrooms, graphing calculators, and scientific calculators will also be supplied for student use.</p>		<p>Title I 4000-4999: Books And Supplies Materials and Supplies 120,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Web-Based Programs 3,500 Title I 5000-5999: Services And Other Operating Expenditures Copier Rental/Lease 16336 LCFF 4000-4999: Books And Supplies Materials and Supplies 10,000 LCFF 4000-4999: Books And Supplies Equipment-Technology, Printers</p>
1.7	<p>SHS will offer professional development and conference participation to administration, certificated, and classified staff to enhance and improve their skills and understanding of research-driven strategies and practices in various content areas. To boost student success, this will include training in ELD, support for students with special needs, additional training in PLCs, and assistance for at-risk students.</p> <p>Additional time will be allocated for participation in Professional Learning Communities (PLCs) to emphasize good first instruction, strategic backward planning with improved Common Formative Assessments (CFAs), targeted support for specific groups (English Learners/Long-Term English Learners and Students with Disabilities), data evaluation, and analysis of CAASPP claims and targets, ensuring that essential and endearing standards are prioritized in curriculum maps and assessments. Teacher subs, refreshments, and supporting supplies and materials will be provided.</p>	All Students	<p>3,000 Title I 1000-1999: Certificated Personnel Salaries Substitutes-includes benefits 1,000 Title I 4000-4999: Books And Supplies Professional Development Materials 3,000 Title I 5000-5999: Services And Other Operating Expenditures Out of District Professional Development 3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development 5,000 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Travel and Conference 3,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.8	SHS will provide supplemental instructional support as a Tier 2 intervention, through lunchtime and after-school Academic Tutorials, in which students can access additional academic and behavioral support from SHS teachers. This will include strategic mentoring to those identified Tier 2 students and the necessary supplemental materials/supplies to provide academic and behavioral services to address individual needs.	Identified Students	19,500 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Time - includes benefits 2,000 Title I 4000-4999: Books And Supplies Materials and Supplies
1.9	Provide a library collection in both the classroom and the library that includes a variety of texts/genres that are high quality, high interest to promote the love of reading and offer increased access to books. This collection can be used to supplement core content, offer opportunities for students to take home books to read, and engage students in topics that interest them.	All Students	3,000 Title I 4000-4999: Books And Supplies Library Books Collections District Funded 4000-4999: Books And Supplies Library Books Collections

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1 continues to be a work in progress as each of the strategies and activities are ongoing. Ongoing activities and efforts are continual and require consistent attention to provide deeper and more meaningful implementation. Teachers continue to build practices into daily and weekly routines to improve overall effectiveness and academic improvement for students. Selma High School and the Selma Unified School District have committed considerable time and resources to addressing equity and access issues on our campuses and in our classrooms. The English Department, Math Department, and SHS administration participated in extensive PLC training in order to work toward improving our practices as we worked toward Goal 1. We have had an extensive focus on implementing CFA's, Data analysis and reteaching. This has resulted in an increase in ELA and Math CAASPP scores for all students, moving us to green in ELA and moving us from 16.25% in Mathematics on CAASPP for all students to 28.07%. This is a testament to the extensive work put in by the ELA and Math Departments and their commitment to obtaining professional development and implementing what they are learning in order to improve academic achievement. Servicing our English Learners population continues to be a priority, and this subgroup did increase their performance on the CAASPP in ELA this past school year along with SWD, which were two groups we focused on. However, our EI's and SWD continue to

underperform compared to all students. The California Dashboard identified long-term EL students as our subgroup needing the most support based on the 2023-24 data. This will be a focus for Selma High School moving forward.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We found that the funding amount needed for substitutes for additional PLC time was much less than we anticipated needing, as the district allotted for additional PLC time during buy-back days this school year. Additional funds were needed to offer additional Learning Labs for students after school and during the school day. Moving forward, additional funding for teacher extra time will be accounted for so that SHS certificated staff may hold Learning Labs for students, as this is a priority.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to focus on all students in Selma Unified developing the academic skills necessary for continual growth toward grade level proficiency across all content areas, including addressing the 2024 California Dashboard for Orange & Red Indicator performance in the area of CAASPP ELA & Mathematics & English Learner Progress for English Language Learners at Selma High School (SPSA Goal 1, Activity 1.1), in addition, addressing the 2024 California Dashboard for Orange & Red Indicator performance in the areas of CAASPP ELA & Mathematics for Students with Disabilities at Selma High School (SPSA Goal 1, Activity 1.2) and it will also address the 2024 California Dashboard for Orange indicator performance in the area of College and Career Readiness at Selma High School for all students (SPSA Goal 1, Activity 1.3).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Multi-tiered Systems of Supports (MTSS) for Social-Emotional Learning, Behavior, Safety and School Climate
Goal 2: All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: All students will develop behavioral and social emotional skills necessary for continual growth towards grade level proficiency across all content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following Comprehensive Needs Assessment Components are all in reference to the California School Dashboard. This data, along with local data, was used to determine the identified needs of the students of Selma High School.

Suspension Rate Indicator

The suspension rate for all SHS students during the 2023-24 school year was 6.7%, a 0.8% decline from the previous school year. This led to an overall level of medium on the Dashboard, categorizing the overall suspension rate for SHS as yellow.

The suspension rate for the English Language Learner subgroup during the 2023-24 school year was 10%, a decline of 0.3% from the previous school year. This led to an overall performance of medium on the Dashboard, which categorizes the English Language Learner subgroup suspension rate for SHS at level orange.

The suspension rate for Long-Term English Language Learners during the 2023-24 school year was 10.5%. This subgroup maintained its previous year's score by 0.1%, leading to very low overall performance on the Dashboard, which categorizes the Long-Term English Language Learners subgroup suspension rate for SHS at level red.

The suspension rate for the Students with Disabilities subgroup during the 2023-24 school year was 8.8%, a decline of 5.3% from the previous school year. This led to an overall performance of medium on the Dashboard, which categorizes the Students with Disabilities subgroup suspension rate for SHS at level orange.

Steps Selma High School has taken to address the areas of low performance in Suspension Rates:

- Implementation of the Bear Center with an assistant principal dedicated to behavior and campus safety.
- Hired an At-Risk counselor to meet with students who are sent to the Bear Center.
- Implementation of Ripple Effects, which empowers students to address behavior and underlying risks for success in school and in life.
- SHS has provided additional mental health services through the addition of mental health staff (additional social workers, additional mental health clinicians, new at-risk counselor).
- Continual use of the Student Support Form by all staff.
- 2 Certified professional therapy dogs.
- 4 PPS Credentialed Counselors.
- RSP and SDC Teachers regularly provide SEL lessons and work to consistently remind students of their coping strategies and skills.
- To support Students with Disabilities (SWD), SHS implemented regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey.
- SHS will provide Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), and the SHS Activities Director.
- SHS will provide site needs related to PBIS materials and supplies, PBIS framework, and clubs and programs.
- Principal Lane and his administrative staff have worked alongside classroom teachers to be present in and outside of the classroom and at various student events to build a positive school climate.
- SHS has worked to enhance student engagement in campus culture by holding additional student-centered events (Community Building Fridays, Bear Busks Store, Rallies, student events during athletic contests).

Steps Selma High School will take to address the areas of low performance in Suspension Rates (in addition to those listed above):

- Teachers in need will receive professional development in inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment.
- SHS will create a structured yet flexible support system that includes positive behavioral interventions and access to mental health resources, enhancing the academic success and well-being of EL students.
- SHS staff will receive professional development and resources to support efforts in establishing a safe climate/culture.

As a WASC Critical Area of Need: Selma High School will build an MTSS approach that will increase student connectedness for all students by expanding school day activities and enrichment programs. Based on our most recent data, SHS will focus on behavioral supports for long-term English Language Learner students. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors, and classroom behavior supports as well as the continued development and implementation of social-emotional initiatives, including the implementation of Open Parachute lessons and the Accountability Project. This will also include more targeted engagement activities to include EL students. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. SHS will utilize the Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), ELT Teachers, Academic Counselors, the At-Risk Counselor, and Link Crew as mentors.

Graduation Rate Indicator

The Graduation Rate for all SHS students during the 2023-2024 school year was 95.6%, which was an increase of 4% from the previous school year. This led to an overall level of very high on the Dashboard, categorizing the overall Graduation Rate for SHS as blue.

The Graduation Rate for English Language Learners during the 2023-2024 school year was 89.4%, an increase of 9.4% from the previous school year. This led to an overall level of high on the Dashboard, which categorizes the English Language Learners subgroup Graduation Rate for SHS at level green.

The Graduation Rate for Long Term English Language Learners during the 2023-2024 school year was 91%, an increase of 8.3% from the previous school year. This led to an overall level of high on the Dashboard, which categorizes the English Language Learners subgroup Graduation Rate for SHS at level green.

The Graduation Rate for Students with Disabilities during the 2023-2024 school year was 80.4%, a slight decline of 2.9% from the previous school year. This led to an overall level of low performance on the Dashboard, which categorizes the Students with Disabilities Graduation Rate for SHS at level orange.

Steps Selma High School has taken to address the areas of low performance in Graduation Rates:

- SHS has worked to enhance student engagement in campus culture by holding additional student-centered events (Community Building Fridays, Bear Busks Store, Rallies, student events during athletic contests).
- SHS has provided Tier 1 and 2 academic support during and after school through Tier 1 classroom interventions, Transitions Classes, ELD Classes, the Expanded Learning Program, lunchtime, and after-school tutorials.
- Principal Lane and his administrative staff have worked alongside classroom teachers to be present in and outside of the classroom and at various student events to build a positive school climate.
- SHS has offered specific parenting courses for our parents/guardians who are non-English speaking to educate parents on graduation requirements and how to support their students academically, socially, and emotionally.

Steps Selma High School will take to address the areas of low performance in Graduation Rates (in addition to those listed above):

- SHS plans to implement targeted academic tutorials in ELA and Math, after school, for two/three days per week, to target at-risk students.
- SHS plans to implement targeted academic tutorials in Science and Social Studies, after school, one day per week, to target at-risk students.

Behavioral Data - SHS Bear Center

-During the 2024-25 school year from 8/13 to 12/20, Selma High School had 1,468 Bear Center referrals from staff. This is an increase of 26% from the previous year during the same time period. Staff has been encouraged to utilize the Bear Center when needed and staff has reported fewer classroom disruptions as a result of feeling more comfortable with utilizing the Bear Center.

Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. A priority is continuing to focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners, to access the curriculum. We also need to continue to support tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for All Students Source: CDE Dashboard	6.7% suspended at least one day (a decline of 0.8%)	2025-2026 Suspension Rate for All Students will decrease by 0.5% from 6.7% to 6.2%.
Suspension Rate for Long-Term English Language Learners Source: CDE Dashboard	10.5% suspended at least one day (maintained 0.1%)	2025-2026 Suspension Rate for Long-Term English Language Learner Students will decrease by 0.5% from 10.5% to 10.0%.

Graduation Rate for All Students Source: CDE Dashboard	95.6% graduated (an increase of 4%)	2025-2026 Graduation Rate for All Students will increase by 0.5% from 95.6% to 96.1%.
Graduation Rate Students with Disabilities Source: CDE Dashboard	80.4% graduated (a decline of 2.9%)	2025-2026 Graduation Rate for Students with Disabilities will increase by 0.5% from 80.4% to 80.9%.
Bear Center Source: Aeries	1,468 Bear Center referrals (8/13-12/20) (an increase of 26%)	2025-2026 The number of Bear Center Referrals will decrease by 1% from 1,468 to 1,452.
Chronic Absenteeism Source: Data Quest	19% of SHS students are identified as being chronically absent (a decline of 2.0%)	2025-2026 Chronic Absenteeism for All Students will decrease by 1% from 19% to 18%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>This action will address the Red Indicator regarding suspensions on the 2024 Dashboard Data for Long-Term English Language Learner Students at Selma High School.</p> <p>To address the specific behavior needs of our Long Term English Language Learner Students, SHS will focus on providing additional support through Positive Behavior Intervention (PBI) Aides, with weekly check-ins for identified at-risk Long Term English Language Learners. Identified students will also meet with the At-Risk Counselor and complete an Accountability Project.</p> <p>The SHS Staff, the ELD Department, the Selma High School Activities Director, the Leadership Class, and Link Crew will work to include all English Language Learners in community-building activities and events. Staff will also use Bear Bucks, part of the SHS Incentive Program, to encourage positive behavior and enhance academic performance. Additional tiered support will include meeting the site's needs related to PBIS materials, supplies, and incentives, which support the PBIS & Restorative Justice frameworks.</p>	Long-term English Language Learner Students	<p>1,000 Title I 4000-4999: Books And Supplies Supplemental materials & supplies</p> <p>1,000 LCFF 4000-4999: Books And Supplies Supplemental materials & supplies</p>
2.2	<p>This action will address the Orange Indicator regarding the graduation rate on the 2024 Dashboard Data for Students with Disabilities at Selma High School.</p> <p>To support Students with Disabilities (SWD), SHS will implement regular, personalized check-ins by the student's Case Carrier and or Transitions Teacher, to monitor academic and behavioral progress. Goals will be set and focus on fostering a sense of belonging and investment in their learning journey. SHS will incorporate restorative practices to help build a supportive community, emphasizing empathy and conflict resolution</p>	Students with Disabilities	<p>1,000 Title I 4000-4999: Books And Supplies Supplemental materials & supplies</p> <p>1,000 LCFF 4000-4999: Books And Supplies Supplemental materials & supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>through understanding and academic support, rather than punishment. Teachers will receive professional development in inclusive teaching strategies, how to support the academic needs of students with disabilities and classroom management, equipping them with effective skills and techniques to maintain a calm and conducive learning environment. By creating a structured yet flexible support system that includes academic supports, positive behavioral interventions, and access to mental health resources, SHS will enhance the academic success and well-being of SWD.</p> <p>The SHS Staff, the SPED Department, the Selma High School Activities Director, the Leadership Class, and Link Crew will work to include Students with Disabilities in community-building activities and events. Staff will also use Bear Bucks, part of the SHS Incentive Program, to encourage positive behavior and enhance academic performance. Additional tiered support will include meeting the site's needs related to PBIS materials, supplies, and incentives, which support the PBIS & Restorative Justice frameworks.</p>		
2.3	<p>Multi-tiered Interventions and Supports (MTSS) will be implemented to meet the unique needs of all students at Selma High, particularly those deemed at-risk in academic or behavioral aspects. This initiative will encompass academic and behavioral mentoring facilitated by AVID Tutors, PBIS Aides, CSOs, Link Crew, Expanded Program Learning Tutors, Attendance Liaisons, At-Risk Counselors, Academic Counselors, Mental Health Staff, and designated SHS staff. The behavioral support services will include, but are not limited to, programs such as Ripple Effects, utilization of the Bear Center, Open Parachute, and the Accountability Project. Additionally, PBIS and restorative materials, including incentives, will be available for students requiring Tier 2 and Tier 3 academic or behavioral support.</p>	All Identified At-Risk Students	<p>2,500 Title I 4000-4999: Books And Supplies Supplemental materials & supplies</p> <p>1,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Curriculum Supplies & Consulting Services</p> <p>2,500 LCFF 4000-4999: Books And Supplies Supplemental materials & supplies</p> <p>1,000 LCFF 5700-5799: Transfers Of Direct Costs Incentives</p>
2.4	<p>SHS aims to create a safe and orderly environment that fosters social, emotional, behavioral, and academic achievement for all students.</p> <p>To support this aim, SHS will supply supplemental safety equipment as required, which may include</p>	All Students	<p>37,000 LCFF 4000-4999: Books And Supplies Safety Equipment/IPads & Detectors</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>installation services. The safety equipment may consist of extra safety carts to ensure staff can move about the campus quickly, additional security cameras, additional signage, restroom occupancy sensors with monthly monitoring, and two-way radios. This also includes the purchase of an iPad and a stand for each classroom so that the SHS administration can monitor students' whereabouts at all times to ensure a safe and orderly campus.</p> <p>SHS will also provide the Minga platform to all students, parents, and staff. Minga will improve communication between school and home and allow the SHS administration and staff to eliminate bathroom meetups, manage and reduce tardies, boost student behavior and engagement, and increase safety on campus.</p> <p>Furthermore, this initiative encompasses providing essential materials, supplies, and support to ensure campus safety and facilitate enrichment and cultural activities that encourage positive student behavior and foster a sense of belonging for every student. Staff will use Bear Bucks, part of the SHS Incentive Program, to encourage positive behavior and enhance academic performance. Additional tiered support will include meeting the site's needs related to PBIS materials, supplies, and incentives, which support the PBIS & Restorative Justice frameworks. District PBIS funds will be used to support this activity.</p>		<p>3,000 LCFF 4000-4999: Books And Supplies Materials and Supplies/Campus Culture</p> <p>9,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Minga</p> <p>1500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Monthly Monitoring</p> <p>District Funded 4000-4999: Books And Supplies PBIS Incentives, Materials & Supplies</p>
2.5	<p>SHS acknowledges that the shift to high school can be a challenging time filled with emotional stress for many young people, which may lead to lower academic performance and difficulties in social integration. Link Crew will be used to implement targeted strategies that create a supportive environment for freshmen, helping them to effectively manage this important transition and begin their high school journey positively. Link Crew Advisors and Mentors will participate in dedicated Link Crew conferences and training sessions. Additionally, SHS will supply the essential materials, resources, and incentives for Link Crew initiatives and events.</p>	Freshman	<p>3,000 LCFF 4000-4999: Books And Supplies Materials and Supplies</p> <p>18,000 LCFF 5000-5999: Services And Other Operating Expenditures Conference/Training</p> <p>1,000 LCFF 5700-5799: Transfers Of Direct Costs Field Trip Transportation</p> <p>2,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trips</p>
2.6	<p>SHS is committed to enhancing students' mental health by introducing the Open Parachute Program. Staff will receive training to effectively</p>	All Students	<p>14,500 Title I</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	deliver the Tier 1 and Tier 2 lessons, which focus on mental health skills through relatable, age-appropriate peer narratives that share personal experiences. Additionally, essential materials and supplies will be provided to facilitate the program's implementation.		5800: Professional/Consulting Services And Operating Expenditures Web-based Program 500 LCFF 4000-4999: Books And Supplies Materials and Supplies
2.7	SHS will cultivate a school-wide culture of attendance. We will focus on developing relationships with students and families, creating opportunities for meaningful involvement (Link Crew Activities, Expanded Learning opportunities and enrichment, school events and activities), nurture a school-wide system of attendance incentives (Bear Bucks, attendance drawings), and communicate with educational partners and students regarding the importance of good attendance and offer mentor support (PBIS Aides/Mentors/Attendance Liaison/Teaching Fellows).	All Students	2,000 LCFF 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 continues to be a work in progress as each of the strategies and activities are ongoing. Ongoing activities and efforts are continual and require consistent attention to provide deeper and more meaningful implementation. Teachers continue to build practices into daily and weekly routines to improve overall effectiveness for students. The Comprehensive Needs Assessment showed improvement in our graduation rate overall for all students, from a 91.6% to 95.6%, placing SHS students in the blue level of performance. SHS saw a slight decrease in the overall suspension rate, including a decrease in the suspension rate in last year's subgroups, which removed both EL's and the Asian subgroup from the red performance level. SHS will continue implementing current practices that support all students in reaching graduation requirements.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

SHS did not see any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal during this past school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to focus on all students developing behavioral and social-emotional skills necessary for continual individual growth toward grade-level proficiency across all content areas. This action will address the Red Indicator regarding suspensions on the 2024 Dashboard Data for Long-Term English Language Learner Students at Selma High School (SPSA Goal 2, Activity 2.1), in addition to addressing the Orange Indicator regarding the graduation rate on the 2024 Dashboard Data for Students with Disabilities at Selma High School (SPSA Goal 2, Activity 2.2).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increasing Student & Parent Engagement, Parent & Family Participation, and Home-School Connections

Goal 3: Students and Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following Comprehensive Needs Assessment Components are all in reference to the California School Dashboard. This data, along with local data, was used to determine the identified needs of the students of Selma High School.

College and Career Indicator

During the 2023-24 school year, 46.9% of Selma High School students were considered to be prepared for college and careers, which was a decrease of 2.4% from the previous school year. This led to a low-performance level for SHS students in College and Careers, categorizing them at level orange.

Steps Selma High School has taken to address the areas of low performance in College and Careers:

- The SHS English and Mathematics Departments and administration attended extensive professional development training on Professional Learning Communities.
- The SHS English and Mathematics Departments will continue with and fine-tune the implementation of CFAs utilizing the CAASPP Interim Assessments, the District DNA Assessment, and progress monitoring students using Illuminate.
- SHS has worked to increase the number of students satisfying the requirements for the Seal of Biliteracy.
- There has been a focus on increasing the number of pathway completers for CTE Pathways.
- We have increased the number of recognition and incentive programs for students who consistently demonstrate academic success and or improvement.

Steps Selma High School will take to address the areas of low performance in College and Careers (in addition to those listed above):

- Staff will attend Professional Learning Conferences that are standards-based and focused on CAASPP to ensure all students graduate college and career-ready.
- SHS will work to increase the number of students participating in programs such as Bulldog Bound, Upward Bound and the AVID Program.
- Utilize Link Crew Mentors to mentor freshman students.
- Re-establish a school-wide focus on completing A-G requirements.
- Provide additional resources to educate students and parents on college and career preparedness.

The following Comprehensive Needs Assessment Components are all in reference to local assessments and local data sources.

ELA Local Assessment

- During the Spring of 2024, 47% of SHS 9th-grade students showed growth on the ELA Local Interim Assessment.
- During the Spring of 2024, 45% of SHS 10th-grade students showed growth on the ELA Local Interim Assessment.
- During the Spring of 2024, 53% of SHS 11th-grade students showed growth on the ELA Local Interim Assessment.

Math Local Assessment

- During the Spring of 2024, 33% of SHS Math 1 students (grades 9 & 10) showed growth on the Math Local Interim Assessment.
- During the Spring of 2024, 23% of SHS Math 2 students (grade 10) students showed growth on the Math Local Interim Assessment.
- During the Spring of 2024, 29% of SHS 11th-grade students showed growth on the Math Local Interim Assessment.

Behavioral Data - SHS Bear Center

-During the 2024-25 school year from 8/13 to 12/20, Selma High School had 1,468 Bear Center referrals from staff. This is an increase of 26% from the previous year during the same time period. Staff has been encouraged to utilize the Bear Center when needed and staff has reported fewer classroom disruptions as a result of feeling more comfortable with utilizing the Bear Center.

Student Survey Data

- During the 2024-25 school year, 50% of SHS students reported that they feel like they belong on campus, with another 34% reporting that they feel that they somewhat belong.
- During the 2024-25 school year, 33% of SHS students reported feeling connected to adults on campus, with another 38% reporting feeling somewhat connected.

Parent Survey Data

- During the 2024-25 school year, 61% of SHS families reported that their busy schedules are a medium to large problem when it comes to becoming involved with our school.
- During the 2024-25 school year, 57% of SHS families reported that SHS provides information about involvement opportunities.
- During the 2024-25 school year, 61 SHS families completed the Panorama Survey.

SHS Mental Health Referrals

-During the 2024-25 school year, 227 Student Support Forms were submitted by parents, staff, teachers and administrators. This is an increase of 17.6% from the 2023-2024 school year.

-During the 2024-25 school year, SHS had 139 students walk in and ask for mental health services.

Chronic Absenteeism

-During the 2023-24 school year, 19% of SHS students are identified as being chronically absent. This is a decrease of 2%.

Student and family engagement in schools contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment. Not only does parental involvement lead to improved academic outcomes, but it also has a positive impact on students' social and emotional skills and decreases instances of delinquency. Parent involvement motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the student's academic achievement. While we have seen an increase in the graduation rate this past year, from 91% to 95.6%, we have seen a decline in College and Career Readiness. This has resulted in the need to support students, parents, and families. SHS understands the relationship between student achievement and student and family engagement and will work to educate our students and parents on the importance of not only meeting graduation requirements, but to graduate being college and career-ready. We know that parent involvement is vital to student success. Through using a multifaceted approach, we will provide increased outreach, awareness, education, promotion, and participation through areas such as PIQE, parent involvement nights, increased Parent Portal usage, and/or parent and community involvement in Advisory Committees (SWD, EL, and Foster), Booster Clubs and or organizations. SHS wants to empower our families and students so that our students may reach their fullest potential. Helping enable parents' and our students' capacity to engage in their education is critical to student success and will strengthen the parent-teacher-school collaboration.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator - Percentage of Students Prepared Source: CDE Dashboard	46.9% Prepared	2025-2026 - The College and Career Indicator for All Students Prepared will increase by 2% from 46.9% to 48.9%.
Provide Parent Institute for Quality Education (PIQE)	13 Spring 2025 PIQE Graduates	2025-2026 The number of PIQE Graduates will increase by 30% from 13 to 17.
Provide Student Outreach & Engagement Opportunities	5 events	2025-2026 The number of Student Outreach & Engagement Opportunities will increase by 2, from 5 events to 7 events.
Parent Square Use	76% of parents opted to receive emails, 26% of parents opted to receive texts	2025-2026 The number of Parents Opting to Receive Texts will increase by 4%, from 26% to 30%.
Panorama Education Survey Results - Students	50% of students feel they belong quite a bit to completely belonging on campus	2025-2026 The number of Increase by 2%
Panorama Education Survey Results - Parents	61 SHS families completed the Panorama Survey	2025-2026 The number of SHS families completing the Panorama Education Survey will increase by 20%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	In order to provide a solid foundation to meet our current WASC Goals, SHS will provide parent information events, training, and outreach that build parenting skills and knowledge by providing materials and resources on helping their student meet graduation requirements and graduate college and career ready. Such events include all PIQE events, Registration, Back to School events, Open House, and the Becoming a Bear Event.	All students	5,000 LCFF 4000-4999: Books And Supplies Materials & Supplies 5,520 Title I 5800: Professional/Consulting Services And Operating Expenditures PIQE (Title 1 Parent Engagement) District Funded 5800: Professional/Consulting Services And Operating Expenditures PIQE (Title 1 Parent Engagement)
3.2	To increase parent participation and engagement in their students' education, SHS will provide the following services when appropriate (for school-sponsored informational events/meetings/ELAC/SSC/academic & behavioral conferences/in-person, over the phone & web-based meetings and events): -child supervision -refreshments -translation services (live in-person translators for events & Language Link) -digital and print communications for all educational partners (translated when needed) -transportation	All students	2,000 Title I 2000-2999: Classified Personnel Salaries Classified Extra Time for Parent Engagement 1,000 Title I 5700-5799: Transfers Of Direct Costs Transportation/Print/Postage 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Translating Services (including Language Link) 2,000 LCFF 5000-5999: Services And Other Operating Expenditures Materials & Supplies/Refreshments
3.3	SHS recognizes that family and student involvement and participation in school activities and events are beneficial and impactful. SHS believes that engaging in school activities and events can improve academic performance, build valuable skills, and boost college applications. It also promotes well-being and social development and can lead to discovering passions and career	All students	1,500 LCFF 4000-4999: Books And Supplies Awards for Pathway Completers 2,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>interests. SHS will continue to provide the items needed to support activities and events held during the school day and after school, which cultivate a positive campus culture and climate for our students and families.</p> <p>SHS supports building future leaders and will support SHS students and staff in attending CADA, ASB Works, Link Crew, and AVID field trips and conferences to foster personal growth, improve school culture, and enhance student and family engagement, ultimately leading to a more positive and successful learning environment for our students.</p> <p>SHS will support student work and the publication of the student newspaper, the SHS Clarion. The Clarion provides a platform for students to express their ideas and creativity, develop their critical thinking skills, and build peer-to-peer relationships.</p> <p>SHS will provide support for activities and events that highlight student progress and achievements, such as the Script S events and field trips, the CORE 4 Awards Ceremonies, resources for the Bear Bucks Incentive Program, the Fresno Fair 4.0 field trip, the Top 25 Banquet, Positive Referrals, the RFEP Celebration Banquet, the AVID Banquet, Scholarship Night, Pathway Completer Celebrations, and items honoring pathway completers at graduation.</p> <p>This activity also includes supporting activities and events for all students to continue building a positive campus culture and climate, such as lunchtime activities for Community Building Days, school rallies, PBIS events, and Link Crew Events.</p> <p>This encompasses supplying all necessary supplemental materials, supplies, refreshments, equipment, and resources to facilitate the execution of these actions.</p>		<p>LCFF 4000-4999: Books And Supplies Materials & Supplies</p> <p>10,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Personalized Incentives/Items for Events</p> <p>7,000 LCFF 5000-5999: Services And Other Operating Expenditures Staff Conferences & Memberships (CADA, AVID & Link Crew Conferences/CADA State Convention/CADA & AVID Memberships)</p> <p>32,000 LCFF 5000-5999: Services And Other Operating Expenditures Field Trips (Script S, Fresno Fair 4.0, CADA Student Events & CADA Leadership Camp, Link Crew, AVID)</p> <p>10,500 LCFF 5700-5799: Transfers Of Direct Costs Food for parental involvement activities, academic celebration banquets and meetings.</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

SHS has made efforts to seek parent input in decision-making and promotion of parent participation in programs for unduplicated pupils and special needs subgroups. We have discovered that the physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance, and by gathering input from our community, the experience equally supports the learning environments and opportunities that

help students learn and thrive. We have also discovered that ensuring equity at SHS is a necessary component in narrowing the achievement gap. Ultimately, family and community engagement greatly increases our likelihood that students will be more prepared for school, more likely to achieve, and more likely to graduate when they are supported by us, families, and communities working together. Implementation of the parent PIQE Program has been very successful over the past two years, especially within our English Language Learner families, and we plan to continue to utilize their services to further educate parents and involve them in their student's education. We have also seen an increase in parent and student participation at our Core 4 Awards and our annual Becoming a Bear Event. All stakeholders, parents, staff and students, have reported that they enjoy these events and would like to see more events in the future to celebrate students. We have also brought back Positive Referrals, which have allowed staff and our principal to honor student improvement and achievement on a weekly basis. All of these events and programs have led to a positive feeling on campus shared by all, as reported on the Panorama Survey.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did identify one major difference between the intended implementation of our budget expenditures and our actual budget expenditures. We found that the staff has not utilized Language Link for translating services to the extent that we expected. Therefore, there were additional funds remaining that had been allotted for this service. Those additional funds were moved to provide additional teacher pay for lunchtime and after-school Learning Labs to help students meet academic and behavioral goals. We plan to continue to encourage staff to utilize Language Link as it is a means of staying in contact with our families who are non-English speakers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to improve in our College and Career Indicator, SHS recognizes that family and student involvement and participation in school activities and events are beneficial and impactful. SHS believes engaging in school activities and events can improve academic performance, build valuable skills, and boost college applications. SHS will focus on promoting student well-being and social development, which can lead to discovering passions and career interests, which can motivate student achievement toward college and career. SHS will provide opportunities for students to explore college and careers through a number of campus events and involve parents throughout the process (SPSA Goal 3, Activity 3.3). SHS will continue to provide the items needed to support activities and events held during the school day and after school, which cultivate a positive campus culture and climate for our students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$282,913.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,486.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$262,650.00

Subtotal of additional federal funds included for this school: \$262,650.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$203,836.00

Subtotal of state or local funds included for this school: \$203,836.00

Total of federal, state, and/or local funds for this school: \$466,486.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	203,836.00
Title I	262,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,500.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	158,466.00
5000-5999: Services And Other Operating Expenditures	70,500.00
5700-5799: Transfers Of Direct Costs	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	181,520.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,000.00
4000-4999: Books And Supplies	LCFF	89,836.00
5000-5999: Services And Other Operating Expenditures	LCFF	64,000.00
5700-5799: Transfers Of Direct Costs	LCFF	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	32,500.00
1000-1999: Certificated Personnel Salaries	Title I	35,500.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	68,630.00

5000-5999: Services And Other Operating Expenditures	Title I	6,500.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	149,020.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	280,466.00
Goal 2	102,500.00
Goal 3	83,520.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Nathan Lane	Principal
Kelvinder Grewal	Parent or Community Member
Laura Lopez	Parent or Community Member
Ernesto Sandoval	Parent or Community Member
Gianna Montoya	Secondary Student
Carson Maldonado	Secondary Student
Jonathan Godinez Lopez	Secondary Student
Greg Garcia	Classroom Teacher
Jared Barbick	Classroom Teacher
Matt Jones	Classroom Teacher
Carol Wenstrand	Classroom Teacher
Alissa Clements	Other School Staff
Sherry Carrasco	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Selma High School Parents and Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:

Principal, Nathan Lane on 5/21/25

SSC Chairperson, Sherry Carrasco on 5/21/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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