

Selma Unified School District Selma High School

Grades 9 through 12
Nathan Lane, Principal
nathan.lane@selmausd.org
CDS #: 10624301036672



3125 Wright Street
Selma, CA 93662-2429
Phone: (559) 898-6550
Fax: (559) 896-7147

2024-25 School Accountability Report Card

Published January 2026

Principal's Message

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

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

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

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

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

Mission Statement

Every student achieving high expectations.

School Profile

Selma High School is located in the city of Selma and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2024-25 school year, 1,721 students were enrolled, including 10.8% in special education, 16.9% English Learners, 0.7% foster youth, 1.2% homeless youth, 4.7% migrant education, and 90.4% socioeconomically disadvantaged.

Selma Unified School District
3036 Thompson Avenue
Selma, CA 93662-2497
(559) 898-6500
www.selmausd.org

2025-26 Board of Trustees

Joel Fedor
President

Estella Kessler
Vice President

Mark Medina
Clerk

Stella Padron-Duarte
Member

Narinder Sahota
Member

District Administration

Edward Gomes
Superintendent

Jessica Villarreal
Assistant Superintendent
Business Services

Raquel Hammond
Chief Academic Officer

Wayne Dixon
Chief Human Resources Officer

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	49.1%
Male	50.9%
Non-Binary	0%
American Indian or Alaska Native	0.3%
Asian	3.4%
Black or African-American	0.3%
Filipino	0%
Hispanic or Latino	91.9%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0.1%
White	4.0%
English Learners	16.9%
Foster Youth	0.7%
Homeless	1.2%
Migrant Services	4.7%
Socioeconomically Disadvantaged	90.4%
Students with Disabilities	10.8%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	456
Grade 10	448
Grade 11	426
Grade 12	391
Ungraded	0
Total Enrollment	1,721

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Student Achievement

California Assessment of Student Performance and Progress

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	59.0	55.0	40.0	41.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	28.0	24.0	24.0	24.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	375	371	98.93	1.07	55.26
Female	178	176	98.88	1.12	57.95
Male	195	193	98.97	1.03	52.33
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	63.64
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	349	346	99.14	0.86	54.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	72.73
English Learners	61	58	95.08	4.92	12.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	29	100	0	41.38
Migrant Services	15	14	93.33	6.67	28.57
Socioeconomically Disadvantaged	341	337	98.83	1.17	55.19
Students with Disabilities	36	36	100	0	27.78

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	375	372	99.20	0.80	23.66
Female	178	177	99.44	0.56	20.90
Male	195	193	98.97	1.03	26.42
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	45.45
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	349	346	99.14	0.86	23.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	0
English Learners	61	61	100	0	9.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	28	96.55	3.45	14.29
Migrant Services	15	15	100	0	13.33
Socioeconomically Disadvantaged	341	339	99.41	0.59	22.42
Students with Disabilities	36	36	100	0	5.56

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	16.7	18.0	15.9	18.1	30.7	32.3

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	785	784	99.87	0.13	18.49
Female	388	387	99.74	0.26	16.54
Male	394	394	100	0	20.30
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100	0	39.29
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	725	724	99.86	0.14	17.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100	0	37.04
English Learners	108	108	100	0	2.78
Foster Youth	--	--	--	--	--
Homeless	11	11	100	0	0
Military	56	56	100	0	14.29
Migrant Services	29	29	100	0	3.45
Socioeconomically Disadvantaged	706	705	99.86	0.14	17.59
Students with Disabilities	77	77	100	0	10.39

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Physical Fitness

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

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

Physical Fitness Test

**% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	98%	98%	98%	98%	98%

*Note: The administration of the PFT requires only participation results for these five fitness areas.
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

Parent Involvement

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

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

Opportunities to Volunteer

- Fundraising Activities

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Selma High School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. The following campus improvements or repairs were completed in 2024-25 and planned for 2025-26:

2024-25 Campus Improvements:

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

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians, one mid-day custodian, and three evening custodians are assigned to Selma High School. The day custodians are responsible for:

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

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

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

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

Campus Description	
Year Built	1959
Acreage	56.65
Square Footage	159,750
	Quantity
Permanent Classrooms	94
Portable Classrooms	0
Restrooms (Sets)	7
Library	1
Multipurpose Room/Cafeteria	2
Gymnasiums	2
Band Room	1
Boys & Girls Locker Rooms	1
Choir Room	1
Dining Hall	1
JROTC	1
Snack Bar	3
Swimming Pool	1
Tennis Courts	8
Staff Lounges	2

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Selma High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in January 2026.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, campus security officers, academic counselors, and PBIS aides patrol the campus, entrance areas, and designated common areas. Campus security officers, School Resource Officer, PBIS aides, supervision aides, and counselors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus security officers, School Resource Officer, and PBIS aides monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Selma High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: October 1, 2025	Good	Fair	Poor	
Repair Needed and Action Taken or Planned				
Systems	X			Assistant Principal - HVAC does not function properly; Rm 1008, 602 - HVAC panel is loose; Rm 317 - HVAC does not work; Book Room/Storage, Rm 502 - Vent cover is missing
Interior Surfaces			X	2306 - Ceiling tile marred; Boys RR, nurse, quiet room, prep room, overflow locker room, staff lounge, Rm 1904, 608, 319, 502 - Missing ceiling tiles; FCOE 2, Rm 319, 1008, 907, 1304, 2301, 1904, 1903 - Ceiling tiles loose; Nurse, Boys RR, Rm 608, 405, 502, 2302, 2305, 907-B, 907C - Ceiling tiles have holes; Office, quiet room, nurse, Rm 2309, 2307, 319, 502, 501, 2208, 2204, 2201, 2306, 2310, 906, 608, 409, 705, 704, 706, 402, 404, 305, 1304, 1302, 609, 605, 907C, 1005, 1006, 1008, 1010, 809, 807, 805, 803, 1305, 1306 - Ceiling tiles water stained; Rm 503, 803, 809, 1007, 2201, 2204, 2206, 2303 - Ceiling tiles broken; Rm 1301, 1501, 1502, 1503, 1504 - Pencil sharpener cover is missing; Rm 102, 501, 1904 - Floor tiles are broken; Admin, Cafe, Rm 606, 2301 - Wallpaper torn; Attendance Area/Student Office - Wall tiles are water stained, counter is marred; Attendance Area/Student Office, Rm 608, 609, 703, 809, 1010 - Formica chipped on countertop; Rm 2306 - Carpet is torn; Admin, office, FCOE2, Rm 2303, 2306 - Carpet is worn; Office, FCOE2, Rm 2302 - Carpet is stained; Rm 2205, 2207, 2209 - Carpet is torn/taped; Cafe, Rm 1004 - Floor tile broken; AG shop, Rm 1004 - Hole in wall; Office, Rm 311, 1008, 2302 - Ceiling tiles are stained; Office, Rm 101 - Ceiling tiles are damaged; Admin - Cabinets are delaminating; Womens RR, Boys RR, Staff Lounge Mens RR - Stall partition is rusty; Office, Rm 807, 1501, 1504, 906, 904, 401 - Rubber molding is missing; Rm 1003 - Formica trim is chipping on countertop; Rm 1005 - Room is cluttered; Mens RR - Stall partitions are rusted, toilet dispenser missing; Office - Wall tiles are missing; Rm 609 - Holes in ceiling of storage room; 902 - Blackout curtains are torn; Rest Room - Wall has water damage; FCOE1 - Linoleum is torn in RR; Rm 2309 - Ceiling tile bar is loose/bent; Rm 1714 - Floor tiles are broken in RR, wall tiles are broken at entry, wall has holes, ceiling tiles are loose/broken; Rm 1903 - Wall tiles broken in practice room; Kitchen; Wall is marred in hallway to storage room, ceiling tiles are missing in storage room
Cleanliness		X		Chemistry Lab, FCOE1, Prep Room, Rm 503, 1505, 1507, 1506, 1504, 1502, 1005, 1007, 1006, 1008, 1010, 809, 805, 803, 1305, 605, 901, 908, 902, 608, 311, 319, 405, 404, 403, 703, 705, 704, 706, 1903, 1904, 2206, 2204, 2202, 2200, 2306, 2310, 2309, 2301 - Unsecured items stored too high; Rm 803 - Mosquitos are present per teacher; Chemistry Lab - Counter tops are unkept, sinks are unkept; Chemical Storage Room - Room is cluttered, storage shelves are inadequate to safely store containers, no flammable cabinet; Prep Room 608 - Room is cluttered, room is dusty and dingy; Rm 304 - Excessive cobwebs; Rest Room - Surfaces are dingy; Book Room/Storage - Carpet has water damage; Overflow Locker Room - Storage room is unkept
Electrical		X		Office TOSA, Assistant Principal, Concessions, Rm 1903 - Clock is missing exposing wires; Womens RR - Light diffuser is dirty; Attendance Area/Student Office- Electrical conduit is missing, ethernet cable creating trip hazard; Rm 1006, 2302 - Extension cord and surge protector are daisy chained; Office - 1 can light is out in RR; Rm 1301 - Ethernet boxes are broken, outlet box is broken; Rm 1303, 407, 2208, 2206 - One light panel is out; Rm 1305 - Lights are very dim; Mens RR - One hand dryer has no power; Rm 907 - Section of conduit is missing; Rm 608 - Electrical cover is missing; Rm 403 - Extension cord is being permanently used creating a trip hazard; Rm 319 - 2 light panels are out; Rm 101 - Ethernet box covers are missing, outlet covers are missing; Quiet Room - Motion sensor dangling from ceiling; Book Room/Storage - Electrical cover is missing (old clock); Rm 2306 - Conduit is broken; Rm 2307 - Outlet cover is broken; Gym - Exterior electrical box cover is missing; 1719 Coaches Office - Ethernet cover is missing; Small Gym - Ground prong stuck in outlet; Girls RR - 2 light diffusers out, 1 hand dryer handle is broken; Rm 1903 - Light diffusers are broken, light diffuser in practice rooms are broken, ethernet cable not housed in conduit, 2 light diffusers are missing; Cafe - 1 light panel is out in kitchen; Boys RR - Light diffusers have water stains

Restrooms/Fountains		X		Mens RR - Urinal leaks from fitting; Learning Directors, Rm 1003, 606 - Faucet has low flow; Mens RR - One urinal is out of order, one stall is unable to be secured, 2 faucets are loose at base; Rm 609 - Water is shut off to all sinks; Chemistry Lab - Multiple faucets have no flow; Boys RR - 2 faucets are loose at base, one faucet has no flow, one sink basin is rusted; Rm 602 - Eye wash station has no flow; Rm 608 - Sink does not drain properly, eye wash station has no flow; Prep Room 608 - No access to sink; Rm 703 - Faucet has a drip; Rm 317 - Faucet handle is missing; Girls RR - Sink cap is missing; Rm 501 - 2 faucets handle missing, sink valve leak; Rm 503 - Faucet handle is loose; Overflow Locker Room- Old toilet plumbing leaks; Rm 1714 - Sink basins are rusted; Boys RR - One toilet stall is locked
Safety			X	FCOE2, attendance area/student office, office, chemistry lab, Rm 304, 606, 705, 902, 905, 907, 908, 1003, 1004, 1010, 2203, 2204, 2205, 2207, 2208 - Fire extinguisher not mounted; Room 1005 - Room is cluttered prevents appropriate egress; Rm 1008, 2200 - Fire extinguisher missing; Office, FCOE1 - No room ID; Chemistry Lab - Fire exit is blocked; Rm 908, 408, 410 - Evacuation map not posted; Rm 906 - Access to fire extinguisher is blocked; Rm 409, Girls locker room - Fire extinguisher case handle is broken; Rm 703 - Paint is peeling on cabinets; Rest Room - Paint is peeling on walls; Rm 319 - Paint is chipping on door; AG Shop - Inadequate gas cylinder storage; FCOE1 - Paint is peeling on gutters; Rm 2209, 2207 - Paint is peeling on door; Overflow Locker Room - Paint is chipping on walls exposing metal; Gym - Paint peeling on interior and exterior wall; Rm 1714 - Paint is peeling on interior wall; Girls RR - Paint peeling on ceiling; Cafe/Dining - Paint is peeling on wall
Structural	X			Rm 317 - Roof leaks throughout room; AG Shop - Multiple roof leaks
External	X			ASB technician - Door closer is broken; Rm 1506 - Door slams shut; Book Room/ Storage - Lock/door is broken

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary				X
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

Facilities Inspection

The district's maintenance department inspects Selma High School on an annual basis in accordance with Education Code §17592.72(c)(1). Selma High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 01, 2025. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	22-23	23-24	24-25
School			
% Students Suspended	7.46	6.66	6.62
% Students Expelled	0.32	0.0	0.05
District			
% Students Suspended	4.56	4.68	4.70
% Students Expelled	0.10	0.05	0.02
State			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	5.62	0.0
Female	3.12	0.0
Male	8.05	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	6.05	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	9.88	0.0
Foster Youth	11.76	0.0
Homeless	5.71	0.0
Migrant Services	11.76	0.0
Socioeconomically Disadvantaged	5.99	0.0
Students with Disabilities	9.69	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size

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

Average Class Size and Class Size Distribution				
Subject	Avg. Class Size	2022-23		
		Number of Classes		
		1-20	21-32	33+
English	25	25	58	
Math	25	19	36	3
Science	24	11	33	
Social Science	26	9	44	
2023-24				
English	24	25	57	
Math	25	20	39	
Science	24	14	36	
Social Science	25	12	40	3
2024-25				
English	25	23	53	
Math	25	17	40	2
Science	25	12	28	
Social Science	25	11	37	1

**Number of classes indicates how many classes fall into each size category (a range of total students per class).
***"Other" category, if applicable, is for multi-grade level classes.*

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Selma High School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

**Chronic Absenteeism by Student Group
2024-25**

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1832	1790	364	20.3
Female	897	873	186	21.3
Male	932	914	178	19.5
American Indian or Alaska Native	--	--	--	--
Asian	61	60	10	16.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1686	1645	331	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	73	73	18	24.7
English Learners	344	333	101	30.3
Foster Youth	17	17	8	47.1
Homeless	35	31	12	38.7
Migrant Services	102	99	22	22.2
Socioeconomically Disadvantaged	1669	1630	346	21.2
Students with Disabilities	196	193	49.0	25.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout & Graduation Rates

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

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

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	21-22	22-23	23-24
	School		
Dropout Rate (%)	5.8	2.5	1.0
Graduation Rate (%)	91.5	95.6	98.2
	District		
Dropout Rate (%)	10.9	8.3	5.3
Graduation Rate (%)	85.6	90.1	93.3
	State		
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

**Graduation Rate by Student Group (Four-Year Cohort Rate)
2023-24**

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	389	382	98.2
Female	206	204	99.0
Male	182	177	97.3
American Indian or Alaska Native	--	--	--
Asian	15	15	100
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	355	349	98.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	18	17	94.4
English Learners	73	70	95.9
Foster Youth	--	--	--
Homeless	--	--	--
Migrant Services	21	20	95.2
Socioeconomically Disadvantaged	366	359	98.1
Students with Disabilities	44	42	95.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Selma High School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Selma High School held staff development training devoted to:

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

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

During the 2023-24, 2024-25, and 2025-26 school years, Selma High School's teachers had the opportunity to attend the following events hosted by the Selma Unified School District:

2023-24 Trainings:

- Kagan Training
- Math Mastery Project

- Professional Learning Communities
- Middle School Math Teachers Training on New Framework, UDL, SEL

2024-25 Trainings:

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

2025-26 Trainings:

- Aeries SIS Training
- DnA/Illuminate Training
- IEP Academy
- Interim Data Analysis
- Next Steps/Re-engagement and Re-teaching

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
5	5	3

Instructional Materials

All textbooks used in the core curriculum at STRIVE Academy are aligned to the California Content Standards and Frameworks. Instructional materials are from the district's most recent adoption as CDE does not adopt high school instructional materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 23, 2025, the Selma Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #26-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent

that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Selma Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2012	McDougal Littell: <i>Holt McDougal Literature - CCSS</i>	N	0%
English Language Development			
2012	National Geographic: <i>Edge</i>	N	0%
2012	Houghton Mifflin Harcourt: <i>English 3D</i>	N	0%
Foreign Languages			
2019	Houghton Mifflin Harcourt: <i>Avancemos (Spanish) 1, 2 & 3</i>	N	0%
2018	Vista Higher Learning: <i>Temas - AP Spanish</i>	N	
2018	Vista Higher Learning: <i>Native Spanish (Advanced Spanish I & II)</i>	N	
History-Social Science			
2015	Cengage Learning: <i>The American Pageant</i>	N	0%
2015	Houghton Mifflin Harcourt: <i>The Americas: Reconstruction to the 21st Century</i>	N	0%
2015	McGraw Hill: <i>United States Government: Democracy in Action</i>	N	0%
2021	MPS, Bedford, Freeman & Worth: <i>Updated Myers' Psychology for AP</i>	N	0%
2015	Pearson Prentice Hall: <i>AP Government Roots & Reform</i>	N	0%
2015	Pearson Prentice Hall: <i>AP World Civilizations: The Global Experience</i>	N	0%
2015	Pearson Prentice Hall: <i>The Western Heritage Since 1300 (AP European History)</i>	N	0%
2015	Pearson Prentice Hall: <i>World History: The Modern Era</i>	N	0%
Mathematics			
2018	CPM Educational Program: <i>California Pre-Calculus & Calculus</i>	N	0%
2018	CPM Educational Program: <i>Core Connections - Integrated Math 1, 2 & 3</i>	N	0%
2018	CPM Educational Program: <i>The Practice of Statistics</i>	N	
Science			
2021	McGraw Hill: <i>Earth Science</i>	N	0%
2021	McGraw Hill: <i>Chemistry</i>	N	0%
2021	McGraw Hill: <i>Biology</i>	N	0%
2021	McGraw Hill: <i>Health</i>	N	0%
2007	Thomas Learning: <i>Agriscience</i>	N	0%
2021	Pasco: <i>Physics</i>	N	0%
2020	McGraw Hill: <i>AP Chemistry</i>	N	0%
2021	SAVVAS: <i>AP Biology</i>	N	0%
	<i>Science Laboratory Equipment</i>	N	0%

College Preparation & Career Readiness

Advanced Placement

In 2024-25, Selma High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses 2024-25	
	No. of AP Courses Offered*
English	4
Fine & Performing Arts	0
Foreign Language	1
Math	5
Science	2
Social Science	6
Totals	18

Note: Cells with N/A values do not require data.
*Where there are student course enrollments of at least one student.

College Preparation Courses

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

Courses for UC/CSU Admission	
	%
2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.59
2023-24 Graduates who Completed all Courses Required for UC/CSU Admission	40.84

Admission Requirements for California Public Universities

University of California

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

California State University

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

CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Career Readiness

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

- Work Experience
- Career Technical Education
- Career Pathways

Individual student assessment of work readiness skills takes place through:

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

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

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

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

Career Technical Education Program Participation 2024-25	
Total Number of Students Participating in CTE Programs	1328
Percentage of Students Completing a CTE Program and Earning a High School Diploma	55.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	76.0%

Professional Staff Teacher Assignment

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

The charts also report Selma High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	73.3	1.3	7.1	1.3	6.6	90.2
School %	81.73	1.53	7.92	1.5	7.32	100.0
District #	227.6	5.8	21.9	10.9	19.0	285.3
District %	79.75	2.06	7.69	3.82	6.67	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	74.0	0.9	5.5	4.8	2.5	88.0
School %	84.2	1.1	6.3	5.5	2.9	100.0
District #	258.5	2.0	15.7	14.6	4.0	294.8
District %	87.7	0.7	5.3	5.0	1.4	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	74.0	0.9	5.5	4.8	2.5	88.0
School %	84.2	1.1	6.3	5.5	2.9	100.0
District #	258.5	2.0	15.7	14.6	4.0	294.8
District %	87.7	0.7	5.3	5.0	1.4	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

Counseling & Support Staff

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	3.1	1.9	3.7
Misassignments	2.4	12.8	3.3
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	5.5	14.8	7.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	2.5	0.0	1.0
Local Assignment Options	2.3	1.9	0.3
Total Out-of-Field Teachers	4.8	1.9	1.31832

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.7	15.3	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	4	4.0
Community Liaison	1	1.0
Mental Health Therapists	2	1.6
PBIS Aides	2	2.0
Social Worker	1	1.0
Nurse	1	1.0
Speech Therapist (Online Services)	1	As Needed
Psychologists	2	1.2
Campus Security Officers	5	4.0
Library Technician	2	2.0
Nursing Assistants	2	1.5
At-Risk Counselor	1	1.0
CTE Counselor	1	1.0
Librarian	1	1.0
Resource Officer	1	1.0
Counselor-to-Student Ratio: 1:444		
<i>Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.</i>		

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$62,189	\$62,145
Mid-Range Teacher Salary	\$88,766	\$97,088
Highest Teacher Salary	\$125,960	\$120,435
Superintendent Salary	\$243,500	\$294,804
Average Principal Salaries:		
Elementary School	\$143,898	\$151,342
Middle School	\$149,827	\$159,513
High School	\$168,827	\$177,260
Percentage of Budget:		
Teacher Salaries	28.8%	30%
Administrative Salaries	4.5%	5.4%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Selma Unified School District spent an average of \$22,433 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Selma Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- CA Community Schools Partnership Act
- Career and Technical Education Programs
- Career and Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Golden State Pathways Program
- Governor's CTE Initiative: CA Partnership Academies
- LCFF Equity Multiplier
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Ongoing & Major Maintenance Act
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$11,146	N/A	N/A	N/A	N/A
Restricted	\$2,318	N/A	N/A	N/A	N/A
Unrestricted	\$8,828	\$9,121	96.8	\$11,146	79.2
Avg Teacher Salary	\$118,201	\$100,385	117.7	\$100,065	118.1
<i>Note: Cells with N/A values do not require data.</i>					

SARC Data

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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

Disclosure

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