

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Selma Unified School District

CDS Code: 10-62430

School Year: 2024-25

LEA contact information:

Raquel Hammond

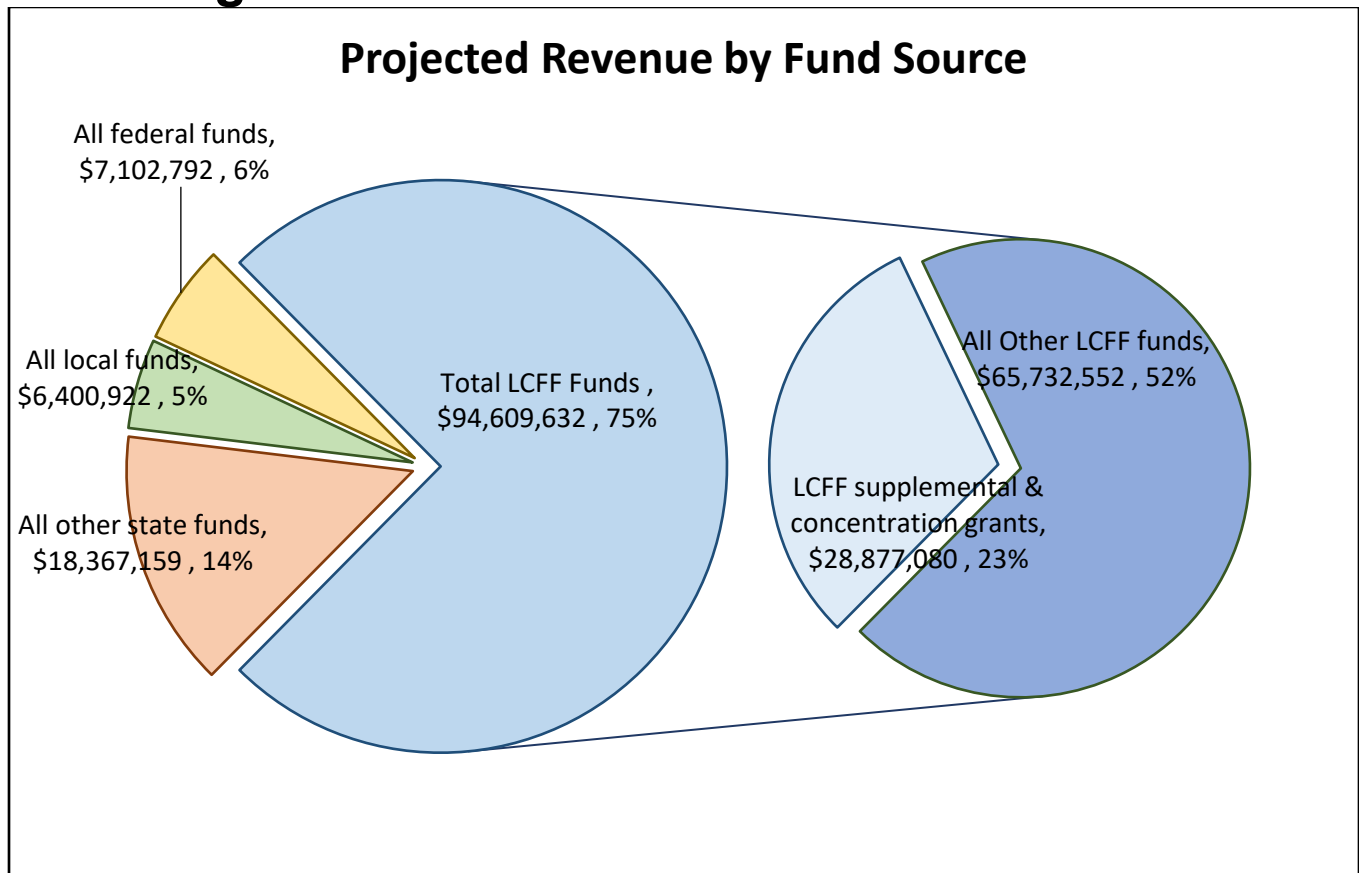
Chief Academic Officer

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559-898-6500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

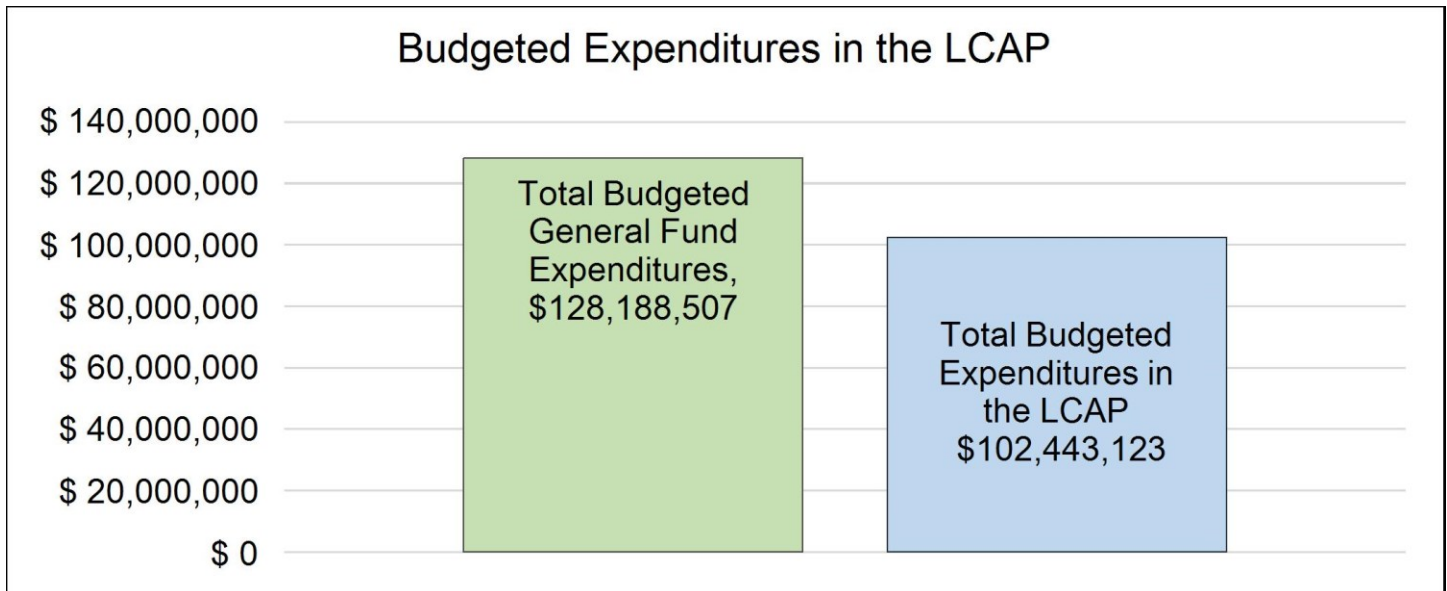


This chart shows the total general purpose revenue Selma Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Selma Unified School District is \$126,480,505, of which \$94,609,632 is Local Control Funding Formula (LCFF), \$18,367,159 is other state funds, \$6,400,922 is local funds, and \$7,102,792 is federal funds. Of the \$94,609,632 in LCFF Funds, \$28,877,080 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Selma Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Selma Unified School District plans to spend \$128,188,507 for the 2024-25 school year. Of that amount, \$102,443,123 is tied to actions/services in the LCAP and \$25,745,384 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

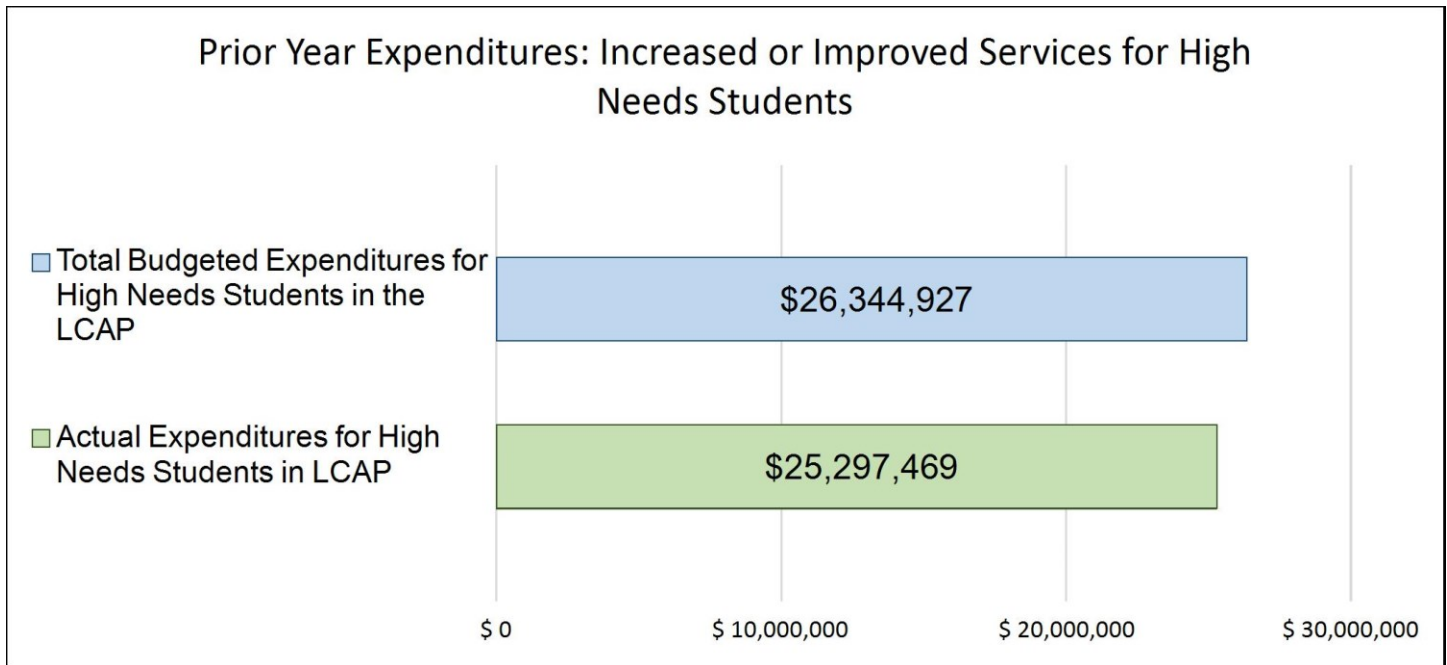
Other General Fund expenditures not included in the LCAP include general instruction- related costs administration, operations, grounds, facilities, custodial, transportation.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Selma Unified School District is projecting it will receive \$28,877,080 based on the enrollment of foster youth, English learner, and low-income students. Selma Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Selma Unified School District plans to spend \$30,541,081 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Selma Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Selma Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Selma Unified School District's LCAP budgeted \$26,344,927 for planned actions to increase or improve services for high needs students. Selma Unified School District actually spent \$25,297,469 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,047,458 had the following impact on Selma Unified School District's ability to increase or improve services for high needs students:

This did not impact the actions and services proved for students due to other one time funding resources being used.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Selma Unified School District	Raquel Hammond Chief Academic Officer	rhammond@selmausd.org 559-898-6500

## Goals and Actions

### Goal

Goal #	Description
1	All students in Selma Unified will make progress toward the goal of grade level proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N 30-20	Only 11th Grade ELA CAASPP is available, due to elementary and middle school sites opting not to test using CAASPP in the spring of 2021. 11th Grade CAASPP ELA: 63.13% Data Year: 2020-2021 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: 47.06% LI: 35.24% ELs: 12.47% Homeless: 27.79% Foster Youth: 20.6% Data Year: 2022 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: 46.66% LI: 35.27% ELs: 10.87% Homeless: 25.8% Foster Youth: 19.43% Data Year: 2022-2023 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: 55% LI: 45% ELs: 15% Homeless: 35% Foster Youth: 30% Data Year: 2023 Data Source: SBAC Results
Smarter Balanced Math	TBD once results become available Data Year: 2020  Data Source: Suspended due to	Only 11th Grade ELA CAASPP is available, due to elementary and middle school sites opting not to test using CAASPP in the spring of 2021.	ALL Grades/All Students CAASPP MATH: 33.38% LI: 21.23% ELs: 9.71% Homeless: 15.9% Foster Youth: 10.3%	ALL Grades/All Students CAASPP MATH: 34.62% LI: 22.91% ELs: 9.93% Homeless: 16.15% Foster Youth: 10.47%	ALL Grades/All Students CAASPP MATH: 40% LI: 25% ELs: 15% Homeless: 20% Foster Youth: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Executive Order N 30-20	11th Grade Math CAASPP: 21.67% Data Year: 2020-2021 Data Source: SBAC Results	Data Year: 2022 Data Source: SBAC Results	Data Year: 2022-2023 Data Source: SBAC Results	Data Year: 2023 Data Source: SBAC Results
Reclassification Rates	10.2%. Data Year: 2019-2020 Source: Local SIS	The 2020-2021 reclassification rate was 3.2% (Distance Learning Year) Data Year: 2020-2021 Source: Local SIS	The 2021-22 reclassification rate is 6.4% Data Year: 2022 Source: Local SIS	The 2022-23 reclassification rate is 17.5% Data Year: 2022-2023 Source: Local SIS	16.2%. Data Year: 2022-23 Source: Local SIS
Access to standards aligned instructional materials	100% Data Year: 2020-21 Corrected Data Source: Board Resolution	100% Data Year: 2021-2022 Board Resolution 2021-2022	100% Data Year: 2022-2023 Board Resolution 2022-23	100% Data Year: 2023-2024 Board Resolution 2023-2024	100% Data Year: 2023-24 Data Source: Board Resolution 2023-2024
Facilities maintained in good repair	All facilities met good repair Data Year: 2019-2020 Corrected Data Source: Internal Survey	All facilities met good repair Data Year: 2020-2021 Data Source: Internal Survey	All facilities met good repair Data Year: 2022 Data Source: FIT Report	Fair Rating: 73% (8/11 Sites) Poor: 27% (3/11 Sites) Data Year: 2022-2023 Data Source: FIT Report	All facilities meet good repair Data Year: 2023-24 Data Source: Internal Survey
AP Exam Passage Rate	Corrected All Students: *11%	All Students: 3.8% English Learners: 0%	All Students: 5.9% English Learners: 0%	All Students: 9.3% English Learners: 0%	All Students: 10% English Learners: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Adjusted English Learners: 0% Socio-Economically Disadvantaged: 9.3% Homeless Students: 14.3% Data Year: 2019-2020 Source: DataQuest	Socio-Economically Disadvantaged: 3.2% Homeless Students: * Data Year: 2020-2021 Source: DataQuest	Socio-Economically Disadvantaged: 5.7% Foster Youth: no data Homeless Students: 0% Data Year: 2021-22 Source: DataQuest	Socio-Economically Disadvantaged: 7.6% Foster Youth: no data Homeless Students: 0% Data Year: 2022-23 Source: DataQuest	Socio-Economically Disadvantaged: 10% Foster Youth: 10% Homeless Students: 10% Data Year: Summer 2023 Data Source: DataQuest
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-21 Corrected Data Source: Internal Documentation Implementation Status: Completed	Standards for all students and EL access to CCSS and ELD as documented by internal compliance monitoring and classroom walkthroughs. Data Year: 2021-2022 Data Source: Internal Documentation Implementation Status: Completed	Standards for all students and EL access to CCSS and ELD as documented by internal compliance monitoring and classroom walkthroughs. Data Year: 2022-23 Data Source: Internal Documentation Implementation Status: Completed	Standards for all students and EL access to CCSS and ELD as documented by internal compliance monitoring and classroom walkthroughs. Data Year: 2023-2024 Data Source: Internal Documentation Implementation Status: Completed	Full Implementation & Sustainability Data Year: 2023-24 Corrected Data Source: Internal Documentation Implementation Status: In Progress
Other Outcomes- Physical Fitness Test	33% Data Year: 2018-2019 Corrected Data Source: Dataquest	Physical Fitness will be suspended in 2021, and 2022 results will be posted in Fall 2022.  Data Year: 2021-2022 Data Source: Dataquest	Data not available for 2022	98.4% Participation Rate Data Year: 2022-2023 Data Source: Local SIS	37% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	All Students: 46.4% Adjusted English Learners: 60% Socio-Economically Disadvantaged: 46.6% Foster Students: * Homeless Students: 42.9% Data Year: 2019-2020 Data Source: Dataquest	All Students: 29.3% English Learners: 10.9% Socio-Economically Disadvantaged: 29.1% Foster Students: * Homeless Students: * Data Year: 2020-2021 Data Source: Dataquest	All Students: 22.3% English Learners: 13.4% Economically Disadvantaged: 22.1% Foster Students: * Homeless Students: 25% Data Year: 2021-22 Data Source: Dataquest	All Students: 54.6% English Learners: 23.1% Economically Disadvantaged: 53.5% Foster Students: not avail Homeless Students: 0% Data Year: 2022-23 Data Source: Dataquest	Adjusted All Students: 48% English Learners: 48% Socio-Economically Disadvantaged: 48% Foster Students: 48% Homeless Students: 48% Data Year: 2022-2023 Data Source: Dataquest
EL students making progress toward English Proficiency	9.7% Data Year: Spring 2019 and 2020 Data Source: ELPAC	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC 10.7% Data Year: Spring 2021 Data Source: ELPAC	2022 ELPAC 47.1% making progress towards English language proficiency Data Year: Spring 2022 Data Source: ELPAC	2023 ELPAC 48.3% making progress towards English language proficiency Data Year: Spring 2023 Data Source: ELPAC/CA Dashboard	TBD Data Year: 2022 & 2023 55% making progress towards English Proficiency Data Source: ELPAC
Appropriately credentialed teachers	Misassigned: Less than 3% Vacancies: Less than 2% Data Year: 2020-21 Data Source: CALPADS	Misassigned: Less than 1% Vacancies: 0% Data Year: 2021-2022 Data Source: CALPADS	Misassigned/Out of Field/Intern/Ineffective /Incomplete: <13.5% Vacancies: 0% Data Year: 2022-23 Data Source: CALPADS	Misassigned/Out of Field/Intern/Ineffective /Incomplete: 11% Vacancies: 1% Data Year: 2023-24 Data Source: CALPADS	Misassigned: Less than 10% Vacancies: Maintain at less than 2% Data Year: 2022-2023 Data Source: CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	52% college-ready or conditionally ready Data Year: 2018-2019 Data Source: CAASPP	CAASPP was not administered in 2019-2020 due to school closures. 63% college-ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	11th Grade CAASPP ELA: 46.05% Data Source: DataQuest CAASPP 2022 (Updated to provide correct data)	11th Grade CAASPP ELA: 45.26% Data Source: DataQuest CAASPP 2023	65% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP Test
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	20% Data Year: 2018-2019 Data Source: CAASPP	CAASPP was not administered in 2019-2020 due to school closures. 22% Data Year: 2020-2021 Data Source: CAASPP	11th Grade Math CAASPP: 11.81% Data Source: DataQuest CAASPP 2022 (Updated to provide correct data)	11th Grade Math CAASPP: 14.22% Data Source: DataQuest CAASPP 2023	35% Data Year: 2022-2023 Data Source: CAASPP Results
High School Graduation Rate	Corrected 96% Data Year: 2019-2020 Data Source: Dashboard	87.5% Data Year: 2020-2021 Data Source: Dashboard	All Students: 89.5% English Learners: 70.8% Foster Youth: * Low-income: 89.1% Data Year: 2021-22 Data Source: DataQuest	All Students: 85% English Learners: 75.3% Foster Youth: * Low-income: 85.1% Data Year: 2022-23 Data Source: DataQuest	All Students: 95% English Learners: 80% Foster Youth: * Low-income: 95% Data Year: 2022-2023 Data Source: Dashboard Fall 2023
Enrollment in Advanced Courses	Students Enrolled in Advanced Academic Courses: All 51%, EL 13%, Low Income 16% Corrected	Students Enrolled in Advanced Academic Courses: All 29.3%, EL 10.9%, Low Income 29.1%	Students Enrolled in Advanced Academic Courses: All Students: 26.4% English Learners: 14.9%	Students Enrolled in Advanced Academic Courses: All Students: 33.35% English Learners: 1.4%	Students enrolled in advanced academic courses: All 50% EL 25% Economically Disadvantaged: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students Enrolled in VAPA Courses: All 44%, EL 20%, Low-Income 40% Data Year: 2021 CALPADS Fall 2	Data Year: 2021 CALPADS Fall 2	Economically Disadvantaged: 22.1% Foster Students: * Homeless Students: *  Data Year: 2022 CALPADS Fall 2	Economically Disadvantaged: 21.74% Foster Students: * Homeless Students: *  Data Year: 2023 CALPADS Fall 2	Foster Students: * Homeless Students: * Data Year: 2023 CALPADS Fall 2
Sense of safety and school connectedness	68% School Connectedness/70% Sense of Safety Data Year: 2018-2019 Data Source: CHKS/DataQuest	2019-2020 data could not be collected	62% School Connectedness/75% Sense of Safety Data Year: 2021 Data Source: CHKS/DataQuest	63% School Connectedness/56% Sense of Safety Data Year: 2023-2024 Data Source: Fall 2023 Spring 2024 Panorama	75% School Connectedness/85% Sense of Safety Data Year: 2023 Data Source: CHKS/DataQuest
A-G Completion Rate	A-G: All Students 46%, EL 60%, SPED 59%, SED 47% Data Year: 2019-2020 Data Source: Dashboard	A-G: All Students 30.8%, EL 10.9%, SPED 10.8%, SED 28.7% Data Year: 2021 Data Source: Dashboard	A-G: All Students 28.5%, EL 8.7%, SPED 0%, SED 27.3% Data Year: 2022 Data Source: DataQuest	A-G: All Students 63.4%, EL 61.5%, SPED 20%, SED 63.4% Data Year: 2023 Data Source: DataQuest	A-G: All Students 50%, EL 35%, SPED 45%, SED 50% Data Year: 2023 Data Source: Dashboard
Local Assessment-ELA	Correction: In order to align data in all years of the plan, the baseline was converted to the State	All Students-29% Low Income-32% English Learner- 5% Foster Youth-22% Homeless-22%	All Students- 28% Low Income- 32% English Learner- 2% Foster Youth- 28% Homeless- 18%	All Students- 34% Low Income- 41% English Learner- 7% Foster Youth- 19% Homeless- 28%	All Students- 85%% Low Income- 96%+% English Learner- 35% Foster Youth- *% Homeless- 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Comparison rates. 20% Data Year: 2020-2021 Data Source: STAR	Data Year: Spring 2022 Data Source: STAR	Data Year: Spring 2023 Data Source: STAR READING (Updated to provide correct data)  Previously reported: All Students- 73.06% Low Income- 96.86% English Learner- 29.11% Foster Youth- *% Homeless- 0.18% Data Year: Spring 2023 Data Source: STAR READING	Data Year: Spring 2024 Data Source: STAR READING	Data Year: Spring 2024 Data Source: STAR READING
Local Assessment-Math	Correction: In order to align data in all years of the plan, the baseline was converted to the State Comparison rates. 15% Data Year: Fall 2020-2021 Data Source: STAR	All Students-13% Low Income- 13% English Learner-7% Foster Youth-6% Homeless-7% Data Year: Spring 2022 Data Source: STAR	All Students- 13% Low Income- 15% English Learner- 5% Foster Youth- 6% Homeless- 8% Data Year: Spring 2023 Data Source: STAR MATH (Updated to provide correct data)  Previously reported:	All Students- 13% Low Income- 13% English Learner- 8% Foster Youth- 7% Homeless- 8% Data Year: Spring 2024 Data Source: STAR MATH	All Students- 85% Low Income- 97% English Learner- 35% Foster Youth- * Homeless- 15% Data Year: Spring 2024 Data Source: STAR MATH

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>All Students- 80.82%</p> <p>Low Income- 96.71%</p> <p>English Learner- 29.07%</p> <p>Foster Youth- *</p> <p>Homeless- 0.96%</p> <p>Data Year: Spring 2023</p> <p>Data Source: STAR MATH</p>		
Broad Course of Study	<p>Students Enrolled in Advanced Academic Courses: All 51%, EL 13%, Low Income 16% Corrected</p> <p>Students Enrolled in VAPA Courses: All 44%, EL 20%, Low-Income 40% Data Year: 2021 CALPADS Fall 2</p>	<p>Students Enrolled in Advanced Academic Courses: All 29.3%, EL 10.9%, Low Income 29.1%</p> <p>Students Enrolled in VAPA Courses: This data was not available.</p> <p>Data Year: 2021 CALPADS Fall 2</p>	<p>Students Enrolled in Advanced Academic Courses (AP/Honors): Total Unduplicated Students: 21.87% SED: 19.96% EL: 1.53% Foster: .04% Homeless: 0.10% Data Year: 2022 CALPADS Fall 2</p> <p>Students Enrolled in VAPA Courses: All Students 15.3% Data Year: 2022 Source: CALPADS Fall 2</p>	<p>Students Enrolled in Advanced Academic Courses (AP/Honors): Total Unduplicated Students: 24.03% SED: 21.74% EL: 1.28% Foster: 0% Homeless: 0% Data Year: 2023 CALPADS Fall 2</p> <p>Students Enrolled in VAPA Courses: All Students 28% Data Year: 2022-2023 Source: CALPADS Fall 2</p>	<p>Students Enrolled in Advanced Academic Courses: AP/Honor: Total Unduplicated Students: 30% SED: 25% EL: 10% Foster: 10% Homeless: 5% Data Year: 2023 CALPADS Fall 2</p> <p>Students enrolled in VAPA courses: All 22% Data Year: 2023-24 Data Source: CALPADS Fall 2</p>
Access to Dual Enrollment	n/a	n/a	High School Students completing dual	High School Students completing dual	High School Students completing dual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>enrollment college courses</p> <p>One course, All Students: 47.6%</p> <p>One course, English Learners: 29.9%</p> <p>One course, Economically Disadvantaged: 47.7%</p> <p>Foster Youth: n/a</p> <p>Two or more courses, All students: 37.2%</p> <p>Two or more courses, English Learners: 20.9%</p> <p>Two or more courses, Economically Disadvantaged: 37.4%</p> <p>Two or more courses, Foster Youth: *</p> <p>Data Year: 2022</p> <p>Source: Dashboard CCI</p>	<p>enrollment college courses</p> <p>One course, All Students: 27.3 %</p> <p>One course, English Learners: 30.8%</p> <p>One course, Economically Disadvantaged: 27.3%</p> <p>Foster Youth: n/a</p>	<p>enrollment college courses</p> <p>One course, All Students: 55%</p> <p>One course, English Learners: 35%</p> <p>One course, Economically Disadvantaged: 55%</p> <p>Foster Youth: n/a</p> <p>Two or more courses, All students: 40%</p> <p>Two or more courses, English Learners: 25%</p> <p>Two or more courses, Economically Disadvantaged: 40%</p> <p>Two or more courses, Foster Youth: *</p> <p>Data Year: 2023</p> <p>Source: Dashboard CCI</p>
A-G completion and CTE pathway completion rate	n/a	n/a	<p>36% students completed A-G and a CTE pathway completion</p> <p>Data Year: 2022-2023</p> <p>Data Source: CalPads EOY 1</p>	<p>36% students completed A-G and a CTE pathway completion</p> <p>Data Year: 2022-2023</p> <p>Data Source: CalPads EOY 1</p>	<p>Desired Outcome: 40% students to complete A-G and a CTE pathway completion</p>

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal: All students in Selma Unified will make progress toward the goal of grade level proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

## Action 1.1: Core Program

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. First instruction was provided by properly credentialed teachers and supported by trained staff, including classified, certificated and administrative personnel. Competitive salaries and benefits packages are provided for all groups, and professional learning and training are prioritized to maintain high-quality services. SUSD continues to improve recruitment and retainment via hiring processes and partnering with local universities and credentialing programs. Administrative support, professional learning, and training were provided to all personnel.

## Action 1.2: Program Support

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Program Support was provided by Administrative Program Managers, Program Manager assistants, a data specialist and Assistant Principals, supporting Low Income, English Learner, and all students. Support included monitoring of student academic progress and increasing services to students via the Multi-Tiered Systems of Support Framework. They collaborated with the administrative PLC in the areas of reading, intervention, EL instruction, data analysis, and instructional observation strategies. Staff coordinated Student Success Team meetings, collaboration among intervention services, progress monitoring, and managed summative and formative assessments.

## Action 1.3: Professional Development

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation.

The district provided administrators with ongoing professional learning, training and support around Professional Learning Communities, Multitiered Systems of Support, data disaggregation, attendance, academic achievement, behavior, and social emotional learning. Professional Learning was provided in collaboration with site and district administrative staff.

#### Action 1.4: Broad Course of Study

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation.

An elementary Dual Immersion program was offered and the middle school and high school provided Avid Programs. Bilingual instruction and AVID programming were provided.

#### Action 1.5: Teacher Collaboration

Implementation Status: 4 – Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation. The District continued the K-6 embedded PLC schedule, utilizing certificated and classified PE personnel and provided student instruction during grade-level PLC times at all elementary school sites. Selma High, Abraham Lincoln Middle School and Heartland collaborated using existing schedules.

#### Action 1.6: Supplemental Materials and Services

Implementation Status: 4-Full Implementation. To support students who may lack equitable access to resources, schools provided supplemental materials and supplies in addition to all core materials, in order to engage and support our most disadvantaged students. Such resources included materials, supplies, supplemental resources, fieldtrips, and outdoor education.

#### Action 1.7: Career Technical Education

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The district provides a wide variety of CTE courses through the ongoing partnership established with Valley ROP. Opportunities were also provided to parents to learn about career technical opportunities within our district. Students are provided yearly trips to explore and experience various CTE career opportunities.

#### Action 1.8: Libraries

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation. Libraries provided support services to students before, during and after school hours, providing access to supplemental materials and resources beyond the classroom. FCSS provided support to Library staff to make libraries more accessible to Foster Youth, English Learners, and Low Income students, including support of organization of materials, schedules, programs, and services.

#### Action 1.9: Visual and Performing Arts

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Vocal and instrumental music, visual and performing arts, and CTE digital and multimedia arts programs are in place. Materials and supplies were purchased and services rendered to support the arts and access provided to ensure participation for all interested students.

#### Action 1.10: Educational/Information Technology

#### Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation. Staff was provided with the necessary digital devices and tools to provide audio/visual support in classrooms and to support teaching with the digital components of the curriculum. Students also were provided with Chromebooks, 1:1, as well as internet access, with a priority for EL, Low Income, and foster students.

#### Overall Successes:

Through the work in Goal 1, growth success markers include improvement in Chronic Absenteeism, Mathematics, and English Learner Progress, performing at the yellow indicator level for each area on the CA Dashboard. Progress as demonstrated on the ELPAC has been steady overtime with ongoing growth in reclassification rates, demonstrating increasing success in this area. Chronic Absenteeism has declined from 42.43% to 22.4%, a decline of 20.03%. Math scores improved by 8.4 points distance from standard. 6 out of 7 elementary schools exit Additional Targeted Support and Improvement (ATSI) status and Selma High School exited Comprehensive Support and Improvement (CSI) for Graduation Rate. Our A-G completion rate more than doubled, from 28.5% to 63.4% overall, including gains for ELs, SPED, and SED students, improving by 52.8%, 20%, and 36.1%, respectively. In the area of CTE Pathway Completion Rates for all students, 54.6% of all students completed at least one pathway, and improvement of 32.3%. Additionally, English Learner completion rates improved from 13.4% to 23.1% and SED students from 22.1% to 53.5%. We look forward to improving and expanding our CTE courses to improve completion rates.

#### Overall Challenges:

Although Math was a districtwide focus for the district in 2022-2023 and some gains were made, English Language Arts scores, Suspension Rate, and Graduation Rate fell within the orange indicator on the CA Dashboard. Overall, ELA scores declined by 7.7 points distance from standard from the previous year. Math must also continue to be a focus, as reflected in the data. Selma Unified continues to work on strengthening Tier I instruction to provide the best first instruction and to continue to close achievement gaps for all students. Additionally, ongoing professional learning and PLC/collaboration training continue to be a high priority for maintenance, improvement, and for new staff.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a material difference between planned and estimated actual expenditures for the following actions:

Goal 1, Action 1: No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 2: Resulted in an estimated actual expenditure less than the budgeted expenditure, due to changes in staff, for example some staff left their positions earlier than year end and positions were not re-filled during the year.

Goal 1, Action 3: No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 4: Resulted in an estimated actual expenditure which was more than the budgeted expenditure, due to increases in personnel costs, including hiring of additional Bilingual Instructional Aides based on student need.

Goal 1, Action 5: No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 6: The estimated actual expenditure for this action was less than the budgeted expenditure. We utilized one-time funds for many of the planned actions.

Goal 1, Action 7: No substantive difference in planned action compared to the actual implementation. We continue to increase the CTE Pathway courses available to students through VROP, increasing the personnel costs for staffing and contracts through VROP.

Goal 1, Action 8: No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 9: The estimated actual expenditure for this action was less than the budgeted expenditure. We utilized one-time funds and the Arts and Music Grant for various expenditures in conjunction with these funds.

Goal 1, Action 10: Resulted in an estimated actual expenditure which was less than the budgeted expenditure. This was due to a change in the approach to purchasing the leased devices and equipment for students.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress toward the LEA's goal: All students in Selma Unified will make progress toward grade-level proficiency in ELA, Math, Science, and ELD as measured by various local and state assessments.

Action(s): Action 1.1: Core Program

Effectiveness of Action(s): Effective

Metric(s): Access to standards-aligned instructional materials. 100%

Analysis Statement: All students had access to core programs and slow growth was made during the three year LCAP cycle.

Action(s): Action 1.2: Program Support

Effectiveness of Action(s): Effective

Metric(s): State and Local ELA and Math Assessments.

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. Our focus for the 23-24 school year is mathematics. We focused on identifying students' needs and instructional priorities through the Math Mastery Project. We brought individual students to the Student Success Team for review and referrals for interventions and support for math. We will continue identifying needs based on each unique student and student group, focusing on ELA and Math.

Action(s): Action 1.3: Professional Development

Effectiveness of Action(s): Effective

Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. Professional Development in the area of ELD was provided through partnerships with outside agencies. New Teacher Academy, Intervention PLC sessions, TK, DLI, Newcomer Program support, and asynchronous professional learning opportunities were provided for by our curriculum directors. In addition professional learning on data and assessment analysis was provided to all site administrators and classroom teachers.

Action(s): Action 1.4: Broad Course of Study

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Broad Course of Study-Advance Placement and VAPA Enrollment

Analysis Statement: High School Students completing dual enrollment college courses: Enrollment increased for our LI students, going from 16% to 21.74%. From 2022 to 2023, our Unduplicated Students increased from 21.87% to 24.03%. We decreased enrollment for our EL and Foster Youth students. Efforts have been refined to ensure targeted support is provided so that our EL, LI and FY have increased opportunities to participate in a variety of educational opportunities, including intervention, enrichment, and advanced courses.

Action(s): Action 1.5: Teacher Collaboration

Effectiveness of Action(s): 3-Effective

Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. The district continued to provide dedicated time for collaboration and professional learning on early release days and by utilizing certificated and classified physical education personnel to provide student instruction during grade level professional learning community time.

Action(s): Action 1.6: Supplemental Materials and Services

Effectiveness of Action(s): 3-Effective

Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. Students were provided access to field trips and outdoor education at all levels from TK-12 grade. Instructional assistants, bilingual assistants, intervention programs with supplemental instructional supplies, and social-emotional supports were accessible to all students including FY, LI and EL students.

Action(s): Action 1.7: Career Technical Education

Effectiveness of Action(s): 3 - Effective

Metric(s): CTE Certifications and Course Completion

Analysis Statement: We continue to work on improving our CTE Pathway Completion Rates for all students, 54.6% of all students completed at least one pathway, and 32.3% improved. Additionally, English Learner completion rates improved from 13.4% to 23.1% and SED students from 22.1% to 53.5%. Students are provided interest surveys to support the CTE courses that make the students schedule. Continued efforts are being made to ensure that CTE coursework is at grade level and that activities provided to students meet the workforce demands and certifications requirements.

Action(s): Action 1.8: Libraries

Effectiveness of Action(s): 3-Effective

Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. School libraries were the center of teaching and learning at each school site by providing direct services to students, supplemental materials to teachers, as well as technology assistance. The district contracted with the county office to provide professional learning on how best to support and provide more access to our students who are Foster Youth, English Learners and Low Income.

Action(s): Action 1.9: Visual and Performing Arts

Effectiveness of Action(s): 3-Effective

Metric(s): Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. The district continued to provide high-quality VAPA programs in vocal and instrumental music, performing and visual arts, as well as CTE arts

courses such as digital and multimedia arts. The district developed a Strategic Arts Plan to continue to develop a well-rounded VAPA program for all TK-12 students and contracted the county office to provide professional learning for VAPA teachers on how to best support and provide access to our students who are LI, FY, and EL.

Action(s): Action 1.10: Educational/Information Technology

Effectiveness of Action(s): Effective

Metric(s): Metric(s): State and Local ELA and Math Assessments

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same. Our students continue to have 1-1 assigned devices for use at home and at school. Our students also have access to a hotspot free of charge or low income internet provided by a local internet service provider.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Given the data extracted for the annual update, we have planned the following changes to the 2024-2025 LCAP:

Goals 1 and 2 have been combined for clarity; both Goals were about supporting students in reaching proficiency. The two goals will now become Goal 1 in the LCAP.

Continue/sustain Action 1.1 Core Program (will rename to Base Program) and Action 1.2 Program Support. Enhance the district's professional development plan (Action 1.3) to enable a systematic approach to training staff on the new math adoption (K-8) and mathematical practices and early literacy instruction. In addition, schools that received the Literacy Coaches and Reading Specialist Grants will hire reading specialists to support reading instruction at their school sites. There will be continued support in broad course of study (Action 1.4) to enable more opportunities for all students to participate which will include the expansion of the Dual Language Immersion program, the addition of UPK/VROP at the high school and a Health Course/VROP at the middle school, and addition of the AVID Emerge program in English Language Development classrooms at the secondary level (7th-12th grade). We will also expand our VAPA programs with additional funding we will be receiving through Proposition 28. Continue/sustain Teacher Collaboration (Action 1.5). The following practices have shown to be effective: PE teams providing student instruction to support grade level embedded PLCs. Continue/sustain supplemental materials and services (Action 1.6) that enable student access to field trips and outdoor education for all students. These experiences serve as enrichment opportunities for our disadvantaged students which include LI, EL, and FY. The district will add additional Career Technical Education (CTE) courses in partnership with Valley ROP (Action 1.7). Continue/sustain district library programs at each individual school site (Action 1.8). The district will expand elementary music education in the Visual and Performing Arts Program, to provide additional opportunities for student participation in the arts (Action 1.9). Continue/sustain educational informational technology (Action 1.10) to support student access curriculum, software platforms, student surveys, multimedia resources, and more.

Goal 1 Smarter Balanced Math - Desired Outcome for 2023–24 column data year changed from 2022 to 2023 to reflect the correct data year.

Goal 1 Facilities maintained in good repair - Desired Outcome for 2023–24 column data year changed back to 2023-24 to match year in 2023-24 LCAP.

Goal 1 Broad Course of Study - Desired Outcome for 2023–24 column data year changed back to 2023-24 to match year in 2023-24 LCAP.

Goal 1 EAP ELA Note: Local benchmarks will be used until CAASPP Results become available - Year 2 Outcome column 11th Grade CAASPP ELA: CHANGED FROM 54.8% to 46.05% to reflected correct LEA data.

Goal 1 EAP Math Note: Local benchmarks will be used until CAASPP Results become available - Year 2 Outcome column 11th Grade Math CAASPP: CHANGED FROM 26.97% to 11.81% to reflected correct LEA data.

Goal 1 High School Graduation Rate - Desired Outcome for 2023–24 column Data Source changed back to Dashboard Fall 2003 to match source in 2023-24 LCAP.

Goal 1 Sense of safety and school connectedness - Year 2 Outcome column Data Source: deleted 2022 to match source in 2023-24 LCAP.

Goal 1 Local Assessment-ELA - Year 2 Outcome % changed for all subgroups to reflect corrected LEA data.

Goal 1 Local Assessment-Math - Year 2 Outcome % changed for all subgroups to reflect corrected LEA data.

Goal 1 Local Assessment-ELA - Desired Outcome for 2023–24 column data year changed from Spring 2023 to Spring 2024 to reflect correct LEA data year.

Goal 1 Local Assessment-Math - Desired Outcome for 2023–24 column data year changed from Spring 2023 to Spring 2024 to reflect correct LEA data year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
2	Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 academic support.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	All Students: 5.9% Adjusted English Learners: 5.1% Socio-Economically Disadvantaged: 6.3% Foster Youth: 7.5% Homeless Students: 1.4% Data Year: 2018-19 Data Source: DataQuest	Data for all sub-groups was included in baseline and Year 1 All Students-4.4% English Learners: 3.1% Socio-Economically Disadvantaged: 4.5% Foster Youth:14.9% Homeless Students: 6% Data Year: 2019-2020 Data Source: DataQuest	All Students-3.9% English Learners: 2.9%% Socio-Economically Disadvantaged:4% Foster Youth: 15.9% Homeless Students: 9.5% Data Year: 2021-22 Data Source: DataQuest	All Students:4.6% English Learners: 4.6% Socio-Economically Disadvantaged: 4.6% Foster Youth: 15.5% Homeless Students: 10.9% Data Year: 2022-23 Data Source: DataQuest	All Students-<3% Adjusted English Learners: <3% Socio-Economically Disadvantaged: <3% Foster Youth: <5% Homeless Students: <5% Data Year: 2022-2023 Data Source: DataQuest
Expulsion Indicator	All Students: 0.1% Adjusted English Learners: 0.2% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0%	All Students: 0.2% English Learners: 0.1% Socio-Economically Disadvantaged: 0.2% Foster Youth: 0%	All Students: 0.4%% English Learners: 0.1% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0%	All Students: 10% English Learners: 0% Socio-Economically Disadvantaged: 10% Foster Youth: 0% Homeless Students: 2.0%	Maintain below 1% for all student groups Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Students: 0% Data Year: 2018-19 Data Source: DataQuest	Homeless Students: 0% Data Year: 2019-2020 Data Source: DataQuest	Homeless Students: 0% Data Year: 2021-22 Data Source: DataQuest	Data Year: 2022-23 Data Source: DataQuest	
Middle School Dropout Rate	1 Data Year: 2019-20 Data Source: DataQuest	0 Data Year: 2020-21 Data Source: DataQuest	0 Data Year: 2021-22 Data Source: DataQuest	0 Data Year: 2022-223 Data Source: DataQuest	< 1 Data Year: 2022-2023 Data Source: DataQuest
High School Dropout Rate	0.6% Data Year: 2019-2020 Data Source: DataQuest	0.4% Data Year: 2020-2021 Data Source: Dataquest	3.6% Data Year: 2021-22 Data Source: DataQuest	0% (<1%) Data Year: 2022-23 Data Source: DataQuest	1% Data Year: 2022-2023 Data Source: DataQuest
EL Reclassification Rates	10.2%. Data Year: 2019-2020 Source: Local SIS	The 2020-2021 reclassification rate was 3.2% Data Year: 2021 Source: Local SIS	The 2021-22 reclassification rate was 6.4% Data Year: 2022 Source: Local SIS	The 2022-23 reclassification rate was 17.5% (313) Data Year: 2023 Source: Local SIS	2022-23 reclassification rate 5% Data Year: 2022 Source: Local SIS
Ever-EL Data	2019-20 EL Data 0-3 Years At-Risk=26.5%, 4-5 Years LTEL=10.1%, 6+ Years=15.8% Source: DataQuest	2020-21 EL Data 0-3 Years At-Risk=25.8%, EL 4-5 Years LTEL=11.0%, EL 6+ Years=19.3% Source: DataQuest	2021-22 EL Data 0-3 Years At-Risk=26.0%, EL 4-5 Years LTEL=12.0%, EL 6+ Years=21.0% Source: DataQuest	2022-23 EL Data 0-3 Years At-Risk=26.5%, EL 4-5 Years LTEL=11.8%, EL 6+ Years=22.6% Source: DataQuest	0-3 Years At-Risk=20.0%, EL 4-5 Years LTEL=10%, EL 6+ Years=15.0% Source: DataQuest 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	9.7% Data Year: Spring 2019 and 2020 Data Source: ELPAC	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC 10.7% Data Year: Spring 2021 Data Source: ELPAC	2022 ELPAC 47.1% making progress towards English language proficiency Data Year: Spring 2022 Data Source: ELPAC	2023 ELPAC 48.3% making progress towards English language proficiency Data Year: Spring 2023 Data Source: ELPAC	ELPAC 20% 55% making progress toward English language proficiency Data Year: 2022 & 2023 Data Source: ELPAC
CAASPP ELA	Data Not Available	CAASPP ELA is not available for all subgroups due to elementary and middle school sites opting not to test using CAASPP in the Spring of 2021. Data Year: 2020-2021 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: ALL: 47.06% LI: 35.24% ELs: 12.47% SPED: 15.61% Data Year: 2022 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: ALL: 46.66% LI: 35.27% ELs: 10.87% SPED: % Data Year: 2023 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: ALL: 65% LI: 50% ELs: 30% SPED: 20% Data Year: 2023 Data Source: SBAC Results
CAASPP MATH	Data Not Available	CAASPP MATH is not available for all subgroups due to elementary and middle school sites opting not to test using CAASPP in the Spring of 2021.	ALL Grades/All Students CAASPP MATH: 33.38% LI: 21.23% ELs: 9.71% SPED: 11.41% Data Year: 2022 Data Source: SBAC Results	ALL Grades/All Students CAASPP MATH: 34.62% LI: 22.91% ELs: 9.93% SPED: % Data Year: 2023 Data Source: SBAC Results	ALL Grades/All Students CAASPP MATH: 50% LI: 35% ELs: 25% SPED: 20% Data Year: 2023 Data Source: SBAC Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: SBAC Results			

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal: Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 academic support.

Action 2.1: Strategic Academic Intervention

Implementation Status: 4-Full implementation

No substantive difference in planned action compared to the actual implementation.

We continue to work with our school site principals and educational partners to ensure that there is an immediate response to struggling students through a tiered system of support. Our focus will continue to be Literacy and Math as a district alongside our strategic plan to help us monitor throughout the year.

Action 2.2 : Services for English Learners

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation.

The district continued to provide support for all English learners through designated and integrated ELD (English Language Development) instruction and newcomer support, as well as supplementary ELD materials such as books and online curriculum. Other services include a newly developing Dual Immersion Pathway in grades K-2 and bilingual instructional aides to provide small group and individualized instruction.

Action 2.3: Assessment for Learning

Implementation Status: 5-Full Implementation & Sustainability

No substantive difference in planned action compared to the actual implementation.

The district has prioritized hiring a District Data/Assessment staff member to work in collaboration with district and site administrators. This position has helped ensure that data is analyzed and disaggregated to progress monitor all student groups, with a focus on students who are English Learners, Foster Youth, and Low Income.

Action 2.4: Intensive Academic Intervention

Implementation Status: 4-Full Implementation

We made changes in implementation resulting in a difference in planned action compared to the actual implementation. Due to internal data, an increased number of student in need of additional supports, we had a need to expand Tier II and III intervention services. Additionally, there was an increase in personnel costs. This increased cost included supports for intense behavior and academic needs at all school sites, including the addition of STRIVE Academy, a new community day school, to serve at-risk students.

Action 2.5: Summer School

Implementation Status: 5-Full Implementation & Sustainability

No substantive difference in planned action compared to the actual implementation.

In coordination with the ELOP program, the district provided the academic portion of the summer school bridge program to provide academic support to all K-9th grade students and both credit recovery and original credit courses to 10th-12th grade students. During the afternoons, the summer program also provided enrichment opportunities to all K-12th grade students.

Overall Successes: Implementation of strategic and intensive intervention in the classroom and through additional interventions were evident in the increases seen in Math performance, as this was a focus area for the 2022-2023 school year.

Overall Challenges: With the increased emphasis and focus on Mathematics, we did see a decrease in our ELA scores overall and need to ensure focus on both areas in the coming year. We continue to see the need to provide interventions at all tiers, including strengthening our Tier I supports to meet the needs of most students in the general classroom and improve first instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 1: Resulted in an estimated actual expenditure which was more than the budgeted expenditure. This was due to increases in personnel costs. We spent more than expected due to greater than anticipated need for more academic interventions and the hiring of additional staff to provide this action.

Goal 2, Action 2: No substantive difference in planned action compared to the actual implementation.

Goal 2, Action 3: Resulted in an estimated actual expenditure which was less than the budgeted expenditure, due to the fluctuation in personnel. We had several staff moving in and out of positions. Professional Learning was paid for with other source of funding.

Goal 2, Action 4: Resulted in an estimated actual expenditure which was more than the budgeted expenditure. We expanded Tier II and III supports for students with increased needs, resulting in an increase in personnel for Intensive Academic Intervention. Additionally, there was an increase in personnel costs.

Goal 2, Action 5: Resulted in an estimated actual expenditure which was less than the budgeted expenditure. Part of Summer School was funded with ESSER (one-time funds) and ELOP funds, as well as a small portion for Migrant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 academic support.

#### 2.1 Action 1: Strategic Academic Intervention

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Local Assessment and CAASPP Assessments in ELA and Math

Analysis Statement:CAASPP ELA Data: Decline of .4% occurred from 2022 to 2023 for all students. Low-income ELA student data slightly improved, and EL & Foster Youth, Low Income student data slightly decreased. CAASPP Math Data: Growth of 1.24% occurred from 2022-2023 for all students. Scores improved for students who are identified as Low Income, English Learners, and Foster Youth students. Reading Intervention and Math Intervention teachers were provided District PLC time throughout the school year. Academic Intervention was provided for all students, with a focus on ensuring students who are English Learners, Low Income and Foster Youth were prioritized.

#### 2.2 Action 2: Service for English Learners

Effectiveness of Action(s): 3-Effective

Metric(s): English Proficiency and Reclassification Rates

Analysis Statement: The EL Reclassification rate increased by 11%, and the EL students' progress toward English proficiency increased by 1%. Through the use of the progress monitoring tool, the district was able to better monitor ELD, which gave our teachers specific information about each learner and allowed our teachers to provide targeted instruction.

#### 2.3 Action 3: Assessment for Learning

Effectiveness of Action(s): 3-Effective

Metric(s): Local Assessment and CAASPP Assessments in ELA and Math

Analysis Statement: CAASPP ELA Data: Decline of .4% occurred from 2022 to 2023 for all students. Low-income ELA student data slightly improved, and EL & Foster Youth, Low Income student data slightly decreased. CAASPP Math Data: Growth of 1.24% occurred from 2022-2023 for all students. Scores improved for students who are identified as Low Income, English Learners, and Foster Youth students. In collaboration with the Data/Assessment staff member, teachers and administrators were able to collect, analyze and disaggregate student data to effectively respond with educational interventions and support to meet students' diverse learning needs including English Learners, Foster Youth, and Low-Income students.

2.4 Action 4: Intensive Academic Intervention

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Local Assessment and CAASPP Assessments in ELA and Math

Analysis Statement: CAASPP ELA Data: Decline of .4% occurred from 2022 to 2023 for all students. Low-income ELA student data slightly improved, and EL & Foster Youth, Low Income student data slightly decreased. CAASPP Math Data: Growth of 1.24% occurred from 2022-2023 for all students. Scores improved for students who are identified as Low Income, English Learners, and Foster Youth students. Reading Intervention and Math Intervention teachers were provided District PLC time throughout the school year. Additional staff including school psychologists and interns, program specialists, and aides, provided intensive academic Intervention for all students, with a focus on ensuring students who are English Learners, Low Income and Foster Youth were prioritized.

2.5 Action 5: Summer School

Effectiveness of Action(s): 3-Effective

Metric(s): Local Assessment and CAASPP Assessments in ELA and Math

Analysis Statement: CAASPP ELA Data: Decline of .4% occurred from 2022 to 2023 for all students. Low-income ELA student data slightly improved, and EL & Foster Youth, Low Income student data slightly decreased. CAASPP Math Data: Growth of 1.24% occurred from 2022-2023 for all students. Scores improved for students who are identified as Low Income, English Learners, and Foster Youth students. All K-9th grade students were provided with academic support in ELA and/or Mathematics and 10th-12th grade students were provided with opportunities to recover credit and attain original credit during the summer school program. In addition to these educational supports, all students were also provided with the opportunity to participate in enrichment programs that included hands-on learning to maintain and/or accelerate their academic knowledge and skills.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Given the data extracted for the annual update, we have planned the following changes to the 2024-2025 LCAP:

Goals 1 and 2 have been combined for clarity; both Goals were about supporting students in reaching academic proficiency. The two goals will now become Goal 1 in the 2024-2025 LCAP.

Continue/sustain Strategic Academic Intervention (Action 2.1 moved to current Action 1.13) that includes district reading and math intervention support for students with a focus on LI, EL and FY. We will focus on Tier I instruction, reviewing daily schedules/prioritizing instructional minutes, common language for instruction, and improved data-driven professional learning communities. Continue/sustain Services for English Learners (Action 2.2 moved to current Action 1.14) that includes services for newcomer students, designated and integrated ELD, supplementary ELD materials, and DLI program. Provide professional learning to continue support of our EL Programs. Continue/sustain Assessment for Learning (Action 2.3 moved to current Action 1.15) that includes prioritizing the analysis of student data via the district data TOSA. There will also be a continued focus on the alignment of the district interim assessment to monitor student progress to provide targeted and specific student intervention. Continue/sustain Intensive Academic Intervention (Action 2.4 moved to current Action 1.16) through the use of district reading and math intervention at the tier 2 and tier 3 level. Intensive supports for academics will include classified staff support for behavior and academics.

Continue/sustain Summer School services (Action 2.5 moved to current Action 1.17) that includes the opportunity for students to both receive academic intervention, enrichment opportunities, credit recovery and original credit courses at the secondary level (10th-12th grade).

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
3	Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 behavior and social-emotional support.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	11%. Data Year: 2019-2020 Data Source: Dashboard	14.3% Data Year: 2020-2021 Data Source: Dashboard	All Students 42.43% Low-income Students 42.9% Data Year: 2021-22 Data Source: DataQuest	All Students 22.4% Low-income Students 23.0% Data Year: 2022-23 Data Source: DataQuest	All Students 10% Data Year: 2022-2023 Data Source: Dashboard
Attendance	96% Data Year: 2020-2021 Data Source: CALPADS P-1	88% Data Year: 2021-2022 Data Source: CALPADS P-1	93% Data Year: 2022-23 Data Source: CALPADS	93.7% Data Year: 2023-24 Data Source: CALPADS P-1	97% Data Year: 2023-24 Data Source: CALPADS P-1
Suspension Data	All Students: 5.9% Adjusted English Learners: 5.1% Socio-Economically Disadvantaged: 6.3% Foster Youth: 7.5% Homeless Students: 1.4% Data Year: 2018-19	Data for all sub-groups was included in baseline and Year 1 All Students-4.4% English Learners: 3.1% Socio-Economically Disadvantaged: 4.5% Foster Youth:14.9%	All Students-3.9% English Learners: 2.9% Socio-Economically Disadvantaged:4% Foster Youth: 15.9% Homeless Students: 9.5% Data Year: 2021-22 Data Source: DataQuest	All Students-4.6% English Learners: 4.6% Socio-Economically Disadvantaged: 4.6% Foster Youth: 15.5% Homeless Students: 10.9% Data Year: 2022-23 Data Source: DataQuest	All Students-3% Adjusted English Learners: 3% Socio-Economically Disadvantaged: 3% Foster Youth: 10% Homeless Students: 5% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest	Homeless Students: 6% Data Year: 2019-2020 Data Source: DataQuest			
Expulsion Data	All Students: 0.1% Adjusted English Learners: 0.2% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2019-2020 Data Source: DataQuest	All Students: 0.2% English Learners: 0.1% Socio-Economically Disadvantaged: 0.2% Foster Youth: 0% Homeless Students: 0% Data Year: 2020-21 Data Source: DataQuest	All Students: 0.4% English Learners: 0.1% Low Income: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2021-22 Data Source: DataQuest	All Students: 0.1% English Learners: 0% Low Income: 0.1% Foster Youth: 0% Homeless Students: 2.0% Data Year: 2022-23 Data Source: DataQuest	Below 1% for all student groups Data Year: 2022-23 Data Source: DataQuest
Mental Health Referrals	data not available	data not available	Over 1,000+ Student Contacts this school year 333 Elementary Referrals 406 Secondary Referrals 64 Walk-Ins at SHS 193 Risk Assessments 45 Threat Assessments Data Source: Internal local documentation	Over 1,000+ Student Contacts this school year 439 Elementary Referrals 477 Secondary Referrals 81 Walk-Ins at SHS 213 Risk Assessments 26 Threat Assessments Data Source: Internal local documentation	Maintain or increase student contacts and threat/risk assessments to support mental health and social-emotional well-being

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Non-Stability Rate: Students enrolled less than 245 consecutive calendar days at the same school without a disqualifying exit	2019-20 Non-Stability Rate Overall: 9.8% Foster Youth: 42.6% Homeless: 33.3% Data Source: DataQuest	2020-21 Non-Stability Rate Overall: 7.3% Foster Youth: 24.1% Homeless: 24.2% Data Source: DataQuest	2021-22 Non-Stability Rate Overall: 13.6% Foster Youth: 46.3% Homeless: 44.0% Data Source: DataQuest	2022-23 Non-Stability Rate Overall: 11.0% Foster Youth: 36.9% Homeless: 38.6% Data Source: DataQuest	2022-2023 The non-stability rate will be reduced to less than 20% for Foster Youth and Homeless students.
CA Healthy Kids Survey	CHKS 2021 Feeling safe at School Elementary: 68% Secondary: 46% (7th/9th/11th grades)	CHKS 2021 Feeling safe at School Elementary: 81% Secondary: 69% (7th grade only)	CHKS 2021 (will be readministered in 2023)...Feeling safe at School Elementary: 81% Secondary: 69% (7th grade only)	Panorama Fall 2023 Sense of Safety Elementary: 58% Secondary: 53% Data Year: 2023-2024 Data Source: Panorama	Panorama Spring 2024 Sense of Safety Elementary: 65% Secondary: 60% Data Year: 2023-2024 Data Source: Panorama

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal: Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 behavior and social-emotional support.

Action 3.1-Student and Community Services  
Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation. The Director of Student and Community Services formed Attendance Review Teams at each site, which were led by the newly hired Community Liaisons. Each school site had at least one liaison assigned who focused on attendance improvement and attendance barrier removal for families and students. Direct support was provided to families who were experiencing barriers to attendance. Community Liaisons focused on Foster and Homeless youth to ensure any barriers to attendance were removed. Liaisons were funded through the Community Schools Grant.

#### Action 3.2-Student Behavior and Safety

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation. Selma Unified implemented the PBIS framework on campuses to support a positive climate and culture. This included teaching of Schoolwide Expectations, Check in Check out services, behavior goal setting and more. We have implemented the PBIS framework for many years and have support staff to implement this action. Materials purchased in this area included school site cameras and walkie talkies to support psychological and physical safety.

#### Action 3.3-Student Health and Wellness

Implementation Status: 4-Full Implementation

No substantive difference in planned action compared to the actual implementation. Health Aides are assigned to each school site and 4 Registered Nurses split their time between the various schools sites. In addition, each school site has a social worker assigned to them and they focus on the needs of any students experiencing difficulty in accessing physical or mental health services. The district has one liaison specifically assigned to monitoring the needs of Foster and Homeless Youth. Community Liaisons support the social workers with identifying any families or students who require access to basic needs or services.

#### Action 3.4-Mental Health and Social-Emotional Learning

Implementation Status: 3-Initial Implementation

No substantive difference in planned action compared to the actual implementation. The district is implementing Tiered Systems of Support for mental health and social-emotional learning, and is implementing evidence based strategies. Currently, the district is transitioning from a character-based curriculum to an evidence based social-emotional curriculum for all sites. With site consensus, the district has narrowed the SEL curriculum choices to a single vendor and plan to implement this curriculum next year.

#### Action 3.5-School Climate/Culture/Learning Environments

Implementation Status: Full Implementation

No substantive difference in planned action compared to the actual implementation. School sites implemented use of the character education curriculum, Positivity Project, in addition to supporting engaging and fun activities on campus to create positive conditions, promote safety, and maximize learning. Each site has at least one, full-time Positive Behavior Aide who supports the sites in implementing Tier 1 and 2 PBIS strategies. PBIA's support students who are struggling with classroom behaviors and provide assistance in teaching how to regulate their actions. Sites offer incentives and rewards for good behavior and/or attendance. PBIA's work with students on improving off-task and inappropriate behavior.

Overall Successes:

Attendance intervention teams were created at each site to address chronic absenteeism. An intentional effort was made to identify and support foster and homeless students experiencing barriers to attendance. Community Liaisons worked in conjunction with the School Social Workers to work with the impacted students and families.

A Social Emotional Learning (SEL) Curriculum was selected by the school sites and the initial implementation will begin at the end of the 2023-24 school year. The goal is to begin staff training and onboarding over the summer, with the curriculum to be rolled out at the beginning of the 2024-25 school year.

**Overall Challenges:**

Sites are working on building teacher capacity in their Tier 1 classroom management strategies. Continued professional development and teacher support is needed to address this gap. Additionally, improvement is needed in the area of staff development for trauma informed practices when addressing students behaviors and developing alternatives to suspensions.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Goal 3, Action 1: Resulted in an estimated actual expenditure less than the budgeted expenditure. The planned expenditure was to fund the Director of Student Services out of LCAP, but upon receiving the Community Schools Grant, we were able to split-fund this position.

Goal 3, Action 2: Resulted in an estimated actual expenditure more than the budgeted expenditure. Additional Materials and Supplies were purchased for this goal of Student Behavior and Safety.

Goal 3, Action 3: Resulted in an estimated actual expenditure less than the budgeted expenditure. The Nurse's salaries were supplemented with funding from another resource. The allocated funds for materials and supplies and professional learning were only partially expended.

Goal 3, Action 4: Resulted in an estimated actual expenditure more than the budgeted expenditure, as we increased services for Mental Health.

Goal 3, Action 5: The estimated actual expenditure for this action was less than the budgeted expenditure. We utilized funding from other funding sources, such as the Community Schools Grants.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 behavior and social-emotional support.

#### Action 3.1-Student and Community Services

Effectiveness of Action(s): 3-Effective

Metric(s): Attendance and School Stability Rates

Analysis Statement: The attendance rate increased, and the non-stability rate reduced for foster and homeless youth. This action was effective because The Student and Community Services department staff was able to provide direct service to foster youth and our low-income students who were also homeless. This allowed Selma USD to build solid home-school connections and increase access to community resources for these families.

#### Action 3.2-Student Behavior and Safety

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Suspension and Expulsion Data

Analysis Statement: Suspensions decreased from the 2019-2020 baseline year, from 5.9% to 4.6% in 2023-2024, with a decrease of 1.3%. However, from year 2 to year 3, suspensions increased from 3.9% to 4.6%, increasing by 0.7%. Expulsion rate decreased from 0.4% to 0.1%. This action was somewhat effective because overall there was a decrease of 0.3% for expulsion rate, but the suspension rate had a slight increase. We believe this is due to a change in climate and high turnover rate for site administration/staff.

#### Action 3.3-Student Health and Wellness

Effectiveness of Actions(s): 3-Effective

Metric(s): Chronic Absenteeism

Analysis Statement: There was a reduction in chronic absenteeism from 42.43% to 22.4% for all students, a decline of 20.03%. Low Income, English Learners, and Foster Youth also demonstrated growth: Low income improved from 42.9% to 23%, English Learners from 44.1% to 20.4% and Foster Youth from 62.5% to 24%. Services provided by the Health Staff, and in collaboration with the Social Workers, Mental Health Clinicians, PBIS staff, and other support staff supported growth in the area of Chronic Absenteeism. Health Aides are assigned to each school site and 4 Registered Nurses split their time between the various schools sites. In addition, each school site has a social worker assigned to them and they focus on the needs of any students experiencing difficulty in accessing physical or mental health services. The district has one liaison specifically assigned to monitoring the needs of Foster and Homeless youth. Community Liaisons support the social workers with identifying any families or students who require access to basic needs or services. Social Workers and Mental Health Clinicians provide group counseling, direct therapeutic services, and risk & threat assessments. We also partner with county supports, such as Prodigy and All 4 Youth.

#### Action 3.4-Mental Health and Social-Emotional Learning

Effectiveness of Action(s): 3-Effective

Metric(s): Mental Health Referrals

Analysis Statement: There was an increase of referrals by staff for Mental Health support, along with student self-referrals based on the number of student walk-in requests. Elementary referrals increased by 106 referrals and Secondary Referrals increased by 71, while the

number of risk assessments increased by 20 and the number of threat assessments decreased by 19. Staff are recognizing signs and indicators students display and are making referrals for services needed.

#### Action 3.5-School/Climate/Culture/Learning Environments

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Panorama Survey

Analysis Statement: The 2023 Panorama survey showed 55.5% of students felt physically and psychologically safe at school, where as the 2021 CHKS rated as 75%. The CHKS results, and the most current we have for comparison, are old data (2021) and the current source for data is now Panorama. The change in data source when evaluating the effectiveness of safety caused us to rate this area as somewhat effective. We plan to prioritize the Panorama survey for continuity in data collection. We will continue to monitor student perceptions of safety through the Panorama survey in the coming years to track any changes or trends. This data will be used to inform adjustments to policies and interventions aimed at enhancing physical and psychological safety.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Given the data extracted for the annual update, we have planned the following changes to the 2024-2025 LCAP:

This Goal has been moved from Goal 3 to Goal 2, as a result of combining goals.

Continue/sustain Student and Community Services (Action 3.1 moved to current Action 2.1, Student Services), to support LI, EL and FY students to address barriers to attendance. Revise Student Behavior and Safety action (Action 3.2 moved to current Action 2.2) to Safe Climate/Culture and Student Behavior, to describe this goal more clearly, including climate and culture as part of the action, and to combine these actions in next year's plan.

Continue/sustain Student Attendance (Action 3.5 moved to current Action 2.5). This action has been moved from the parent engagement section to be in alignment with the metrics used in this goal as well as for coherence; this attendance goal better aligns to the area of behavioral and social emotional supports, climate and culture, and attendance.

A strengthened approach to Goals 3.5 School/Climate/Culture/Learning Environment and 3.2 Student Behavior and Safety will be used as follows: We will administer the Parent, Student, and Staff climate and culture surveys via Panorama to have comparative data on the same survey platform regarding physical and psychological safety. We will adopted a new SEL curriculum for grades K-12 to support the needs demonstrated in the data. Use of the curriculum will begin with students in 2024-2025. The LEA will use the PBIS Framework with support staff and will provide training and support. Culturally responsive and trauma informed practices will be utilized, along with professional learning and resources to support efforts in establishing a safe climate and culture.

Goal 3 Attendance - Desired Outcome for 2023–24 column data year changed from 2022-23 to 2023-24 to reflect the correct data year.  
Goal 3 CA Healthy Kids Survey - Desired Outcome for 2023-24 column changed from CHSK 2023 Elementary to Panorama Elementary  
Panorama Secondary to reflect correct LEA data source.

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**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
4	Parent participation and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation	2% Data Year: 2019-2020 Data Source: Parent Survey	7% Data Year: 2020-2021 Data Source: Parent Survey	7% Data Year: 2020-2021 Data Source: CHKS Parent Survey This is the most recent data. We are repeating the CHKS survey in 2022-23 (every two years). Note that Parent input was gathered through a variety of means this year beyond the CHKS survey.	7% Data Year: Fall 2023 Data Source: Panorama Parent Survey	20% Data Year: 2022-2023 Data Source: Parent Survey
Attendance	96% Data Year: 2020-2021 Data Source: CALPADS P-1	88% Data Year: 2021-2022 Data Source: CALPADS P-1	93% Data Year: 2022-23 Data Source: CALPADS P-1	93.7% Data Year: 2023-24 Data Source: CALPADS P-1 (Aeries/A2A)	97% Data Year: 2023-24 Data Source: CALPADS P-1
Chronic Absence	11%. Data Year: 2019-2020	14.3% Data Year: 2020-2021	All students 42.43% Low-Income Students 42.9%	All students 22.4% Low-Income Students 23.0%	All students/All subgroups <15% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard	Data Source: Dashboard	English Learners: 44.1% Foster youth: 62.5% Data Year: 2021-22 Data Source: DataQuest	English Learners: 20.4% Foster Youth: 24% Data Year: 2022-23 Data Source: DataQuest	Data Source: Dashboard
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021	Initial Implementation Data Year: 2021-22 Data Source: Dashboard Fall 2022	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal: Parent participation and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

Action(s): Action 4.1: Parent and Family Engagement

Implementation Status: 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

Opportunities for parent and family engagement from the identified student groups continued to be provided for parent learning and increased knowledge and skills in educational programs to best provide support to their children. The school sites and district have provided multiple

opportunities for engagement in a collaborative effort and at various times during the day and week to increase participation. This also included partnerships with local agencies, vendors, and the university, offering online and in-person sessions. Engagement Opportunities included CSU Fresno Parent University and Success Together.

Action(s): Action 4.2: Parent Participation

Implementation Status: 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

Site and district level committees and clubs, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisor Committee (PAC), Migrant Parent Advisory Council (MPAC), and Parent Clubs hosted a variety of parent involvement, input, and training sessions. Home-School connections continue to evolve as parents and Educational Partners provide input via LCAP forums, parent surveys, and committee feedback.

Action(s): Action 4.3: LCAP Coordination

Implementation Status: 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation. Funds and services were provided to implement goals and actions intended to meet the individualized needs and they specifically targeted the social/emotional needs of the students, with the goal of providing equity and access to our students as identified in the LCAP.

Action(s): Action 4.4: Student Attendance

Implementation Status: 5 – Full Implementation

No substantive difference in planned action compared to the actual implementation. Community Liaisons (funded out of CA Community Schools Grant) were assigned to each site to focus on attendance revival of barriers for all students and families. Specific attention was focused on Foster Youth, homeless students and English Learners. Social Worker and Liaisons conducted home visits to students whose attendance was suffering and the barrier to attendance was identified. Each site formed attendance review teams to analyze data and initiate support strategies for chronically absent students.

Overall Successes:

Selma Unified continues to focus on Parent Engagement as a strategy to support student outcomes. Services and supports provided to parents have included offering Parent University and Success Together courses, with topic selection based on parent feedback and input. Opportunities to celebrate our parents have been provided at district board meetings for engagement course participation. LCAP coordination completed Ed Partner input surveys and meetings for various groups, including PAC, DELAC, Parents, Bargaining Units, Students, Administrators, and more. This year, we continued to partner with Central California Food Bank to distribute food boxes at every campus as well as at our LCAP Community meeting to support our families. Through the work in Goal 4, and in collaboration with our parents, growth success markers include improvement in Chronic Absenteeism. The reduction in chronic absenteeism from 42.43% to 22.4%, a decline of 20.03%, was evident by the intentional efforts by Community Liaison and Social Workers, among other staff, to identify and remove attendance barriers.

Overall Challenges:

The district continues to seek parent input and suggestions for ongoing improvement in the area of Parent Engagement/Communication, as parents have provided feedback that they would like to see increased parent engagement. Parents that are not as engaged have voiced that it is difficult to attend school functions after long work days and other factors happening at home. Parents have also expressed various viewpoints on use of digital platforms, such as Parent Square, with some parents reporting great communication, while other report an abundance of communication. Our goal is to ensure parents are informed of the services provided and to work with our families to best meet their needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4, Action 1: Resulted in an estimated actual expenditure less than the budgeted expenditure. The materials and supplies for the Parent Center were purchased at the end of last school year. Monies expended for this year primarily supported Parent Engagement classes, Parent University and Success Together.

Goal 4, Action 2: The estimated actual expenditure for this action was less than the budgeted expenditure. The allocated funds for materials and supplies were only partially expended.

Goal 4, Action 3: The planned action and the actual implementation show no significant difference.

Goal 4, Action 4: The estimated actual expenditure for this action was more than the budgeted expenditure, due to increases in personnel costs and increase in personnel.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: Parent participation and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

Action 4.1-Parent and Family Engagement

Effectiveness of Action(s): 3-Effective

Metric(s): Attendance and School Stability Rates

Analysis Statement: The attendance rate increased, and the non-stability rate reduced for foster and homeless youth. This action was effective because The Student and Community Services department staff was able to provide direct service to foster youth and our low-income students who were also homeless. This allowed Selma USD to build solid home-school connections and increase access to community resources for these families.

Action 4.2-Parent Participation

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): Parent Survey Participation

Analysis Statement: Parent Survey participation remained at 7%, same as the prior year. This year our survey was administered in a new format, using Panorama rather than the California Healthy Kids Survey. We will continue to become familiar with the new format and use Panorama in the coming year.

Action 4.3-LCAP Coordination

Effectiveness of Action(s): 3-Effective

Metric(s): ELA/Math CAASPP and Local Assessments

Analysis Statement: Metric(s): State and Local ELA and Math Assessments.

Analysis Statement: CAASPP ELA Data: Low-income ELA student data slightly improved, and EL & Foster Youth LI student data slightly decreased. CAASPP Math Data improved for LI, EL, and FY students. Local Assessment ELA overall improved by 6%, EL data improved by 5%, and Foster Youth decreased by 9%. However, data for our homeless youth increased by 10%. Local Assessment Math had no change overall, however EL data improved by 3% and Foster Youth also improved slightly by 1%. Homeless youth data remained the same.

Action 4.4-Student Attendance

Effectiveness of Action(s): 3-Effective

Metric(s): Chronic Absence and Attendance

Analysis Statement: Through the work in Goal 4, growth success markers include improvement in Chronic Absenteeism. The reduction in chronic absenteeism from 44.5% to 23.1%, a decline of 21.5%, was evident by the intentional efforts by Community Liaison and Social Workers to identify and remove attendance barriers. Improvements in chronic absenteeism were made with all 3 student groups, Low Income, English Learners, and Foster Youth as follows: Low income improved from 42.9% to 23%, English Learners from 44.1% to 20.4% and Foster Youth from 62.5% to 24%. Parent awareness regarding the importance of attendance was increased by the home to school improvement in communication via the newly acquired relationship with Attention 2 Attendance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Given the data extracted for the annual update, we have planned the following changes to the 2024-2025 LCAP:

This Goal has been moved from Goal 4 to Goal 3, as a result of combining goals 1 and 2. Continue/sustain Parent and Family Engagement and LCAP Coordination. The action Parent Participation, 4.2, was renamed to Parent Communication (new goal 3.2) for accuracy and focus in this area. A strengthened approach in this area includes providing a Communications Director to further provide parent support, engagement, and education through the new community newsletter; it will improve regular communication with parents on how they can participate and engage in school activities, access supports and services, and keep informed of district-related topics. Additionally, the Student Attendance goal was moved to Goal 2. The metric for LCAP coordination will be updated to reflect active parent engagement, as LCAP meetings along with other engagement opportunities are a more accurate measure for this action. The LCAP coordination action encompasses providing childcare, oral interpretation, and opportunities for family engagement, such as LCAP meetings, other parent meetings, and parent engagement sessions.

Goal 4 Attendance - Desired Outcome for 2023–24 column data year changed from 2022-23 to 2023-24 to reflect the correct data year.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Selma Unified School District	Raquel Hammond Chief Academic Officer	rhammond@selmausd.org 559-898-6500

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Selma is located in California's Central Valley, approximately 20 miles south of Fresno. In 2023, the population in Selma was 25,545. The city of Selma is located in a rural setting, surrounded by land devoted to agriculture. The agricultural industry in and near Selma includes both small and large farming entities. With more than 90 percent of U.S. raisins produced within eight miles of Selma, the city adopted the slogan "Raisin Capital of the World" in 1963. The median income for a household in the city was \$53,874. The poverty rate for the city in 2023 was 21.20%. The median age of those living in Selma is 30.8 years old. Selma Unified School District serves the needs of a student population of approximately 6,000 from Transitional Kindergarten through twelfth grade. The district is comprised of 9 comprehensive schools and an alternative continuation high school, which also contains an independent study program and a community day school, totaling 12 schools in all. We also have an adult school and an adult transition program (ATP). There are seven elementary sites, one middle school, and one comprehensive high school campus. The ethnic make-up of the school district, as reported by CDE, is primarily Hispanic, with a significant correlation among three subgroups: Hispanic, Socio-economically Disadvantaged, and English Learners. Approximately 91% of students qualify for Free/Reduced meals and are considered Socioeconomically Disadvantaged/Low Income. Approximately 30% of the student population are identified as English Learners, 21% are Reclassified, and 11.7% are Long Term English Learners. We also have 266 migrant students in our schools. Languages spoken by students in Selma include Spanish, Arabic, Punjabi, Hindi, Hmong, Lao, and Mixteco. In 2023-24, there were 865 students total in SPED receiving Special Education services. 421 students are in RSP, 30 preschool SPED students in early learning programs, 90 SDC students in K-6, 57 secondary SDC students, 10 students in Adult Transition, approximately 508 students receive speech services, and 65 students receive occupational therapy services. Approximately 38% of our Special Education students are dually identified as English Learners.

Equity Multiplier Sites (3) for 2024-2025: Heartland High Continuation, Selma Independent, STRIVE Academy

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In 2022-2023, Selma Unified growth success markers include improvement in Chronic Absenteeism, Mathematics, and English Learner Progress, performing at the yellow indicator level for each area on the CA Dashboard.

Math scores improved by 8.4 points distance from standard. Our A-G completion rate more than doubled, from 28.5% to 63.4% overall, including gains for ELs, SPED, and SED students, improving by 52.8%, 20%, and 36.1%, respectively. In the area of CTE Pathway Completion Rates for all students, 54.6% of all students completed at least one pathway, an improvement of 32.3%. Additionally, English Learner completion rates improved from 13.4% to 23.1% and SED students from 22.1% to 53.5%. We look forward to improving and expanding our CTE courses to improve completion rates. The 2023 AP Exam Passage rates have improved from 5.9% to 9.3% for all students, while Low Income students have improved from 5.7% to 7.6%.

Progress as demonstrated on the ELPAC, has been steady overtime with ongoing growth in reclassification rates, demonstrating increasing success in this area. In 2023, Selma Unified received a performance level on the English Learner Progress Indicator (ELPI) of yellow, with 48.3% of English Learners making progress towards English language proficiency. There was a slight gain of 0.9% of students who progressed at least one ELPI Level, improving from 45.9% to 46.8%. Reclassification rates increased from 6.4% to 17.5%, meeting our goal in this area. We have created a process from EL identification through reclassification to ensure we are meeting the needs of this student group, including designating district staff to ensure we reclassify all students eligible. Designated ELD time is protected and staff has received training in both Designated and Integrated ELD. We use a strategic approach in monitoring our English Learners.

Chronic Absenteeism has declined from 42.43% to 22.4%, a decline of 20.03%. Low Income Student rates have also decreased from 42.9% to 23%, demonstrating success in strategies implemented via by Principals, Program Managers, Social Workers, Positive Behavior Aides, CSOs, and the Director of Student and Community Services and staff. In collaboration with Home School Liaisons, paid for out of the Community Schools Grant. We continue to focus on the importance of school attendance and use strategies to support school connectedness and address barriers to attendance. This has included development of attendance intervention teams at each site to address chronic absenteeism. Other strategies have included home visits and contacts, student incentives, and parent education about attendance. Additionally, the district targeted students who are most affected by chronic absences, including low-income and foster youth.

Although Math was a districtwide focus for the district in 2022-2023 and some gains were made, English Language Arts scores, Suspension Rate, and Graduation Rate fell within the orange indicator on the CA Dashboard. Overall, ELA scores declined by 7.7 distance from standard from the previous year. Math will continue to be a focus, as reflected in the data. Selma Unified continues to work on strengthening Tier I to provide the best first instruction and close achievement gaps for all students. Additionally, ongoing professional learning and PLC/collaboration will continue to be a high priority for maintenance and improvement to positively impact student achievement.

The 2022-2023 Dashboard Required actions for Selma Unified demonstrate 4 areas where the district performed at the lowest level, with red indicators in each area for ELA, Math, Suspension, and College/Career. Of the 12 schools in Selma, 5 schools received the lowest performance level on one or more state indicators, including the schools Eric White, Heartland, Indianola, Selma Independent, and Terry. All

schools in Selma Unified had at least one student group performing at the red indicator level, except for 2 elementary sites, Garfield and Roosevelt Elementary. Strive Academy's dashboard data demonstrated no performance color for specific subgroups due to school size, but did have a red indicator in the area of suspensions.

Student groups within Selma Unified that received the lowest performance level on one or more state indicators on the 2023 Dashboard:  
ELA: Foster Youth, SWD  
Math: Foster Youth, SWD  
Suspension: Foster Youth, Homeless, Asian  
College/Career (CCI): Homeless, SWD

Schools within Selma that received the lowest performance level on one or more state indicators on the 2023 Dashboard:  
Eric White Elementary: ELPI  
Heartland Continuation: Suspension, CCI  
Indianola Elementary: Suspension  
Selma Independent: ELA, Math, Grad Rate, CCI  
Terry Elementary: ELA, Math, Suspension

Student groups within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:  
Lincoln Middle School: ELA-SWD; Math-SWD; Chronic Abs-White  
Jackson Elementary: ELA-SWD  
Eric White Elementary: ELA-SWD  
Heartland Continuation: Suspension-EL, SED, Hispanic; CCI-SED, Hispanic  
Indianola Elementary: ELA-SWD; Math-SWD; Suspension-SED, Hispanic  
Selma High: ELA-EL, SWD; Suspension-EL, SWD, Asian  
Selma Independent: ELA-SED, Hispanic; Math-SED, Hispanic; Grade Rate-SED, Hispanic; CCI-SED, Hispanic  
Terry Elementary: ELA-EL, SED, Hispanic; Math-EL, SED, Hispanic; Suspension-SED, Hispanic  
Wilson Elementary: ELA-EL, SED, Hispanic

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

DA Qualifying Groups: SWD, FY, HO  
ELA: EL, SWD  
Math: EL, SWD  
Suspension: FY, HO  
CCI: HO, SWD

Selma Unified is in Differentiated Assistance (DA) for:

Students with Disabilities in the areas of ELA, Math, and CCI  
Foster Youth in the area of Suspensions  
Homeless Youth in the areas of Suspensions and CCI  
English Learners in the areas of ELA and Math

Work is underway, as part of receiving technical assistance, include meeting with the Educational Services leaders to analyze data, develop a needs assessment, research improvement strategies, and further monitor the subgroups. Selma is receiving technical assistance through Fresno County Superintendent of Schools (FCSS) for Differentiated Assistance. This includes the application of Theory of Improvement Science, developing a Problem of Practice, root cause analysis, empathy interviews and more to identify a DA focus. At this time, our team has identified CCI as an area of focus. Scheduled support dates with FCSS have included: 1-12-24, 2-7-24, 4-8-24, 4-23-24, and 4-29-24. Our learning plan identified that several areas of review are needed, including training for Aeries data reporting and Calpads alignment. Progress monitoring work was entered and completed. We will have a business process to identify what needs to be completed, who will complete each task, a timeline for completion, and how we will monitor the tasks.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The following schools within Selma Unified have been identified for Comprehensive Support and Improvement (CSI) Low Performing: Terry Elementary, Heartland High (Continuation), and Selma Independent.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Schools identified as Comprehensive Support and Improvement include Terry Elementary, Heartland High, and Selma Independent. The 3 sites will receive supplementary funding through the CSI ESSA Grant to support improvement in the area of Low Performance, as determined by the California School Dashboard. Selma Unified will collaborate with the schools to support the areas of need identified and provide additional support in aligning resources.

To support identified sites and support resource inequities, Selma Unified will collaborate with the identified schools to develop comprehensive support and improvement plans. Support will include:

- Designate a district lead for CSI to communicate and support all requirements.
- Create a CSI Team consisting of district and site administrators to collaborate on development and implementation of the plan.
- Provide technical assistance, collaboration, and support in plan development, monitoring, and evaluation.

- Provide a formal notification of CSI status to district administration and identified school sites, including access to the current ESSA Assistance informational flyer and other resources.
- Apply for available CSI funding to support implementation of the CSI plan.
- Sharing available training information and attending training with the CSI Team. Debrief on the information with the team for collaboration, learning, and planning.
- Provide access to a CSI Collaborative platform for professional development opportunities, exploration of evidence-based strategies resources, CDE Resources, and needs assessment and resource inequity supports.
- Review the LCAP and School Plans for Student Achievements (SPSAs) to ensure schools are informed of LCAP actions and can coordinate support with the school sites.

The process supported by the LEA to help school staff conduct a needs assessment involves providing guidance on the Comprehensive Needs Assessment (CNA). This guidance includes instructions on how to gather data, feedback, and other pertinent information tailored to each school's program. The LEA emphasizes the importance of data collection to ensure that schools establish clear procedures, methods, and timelines for collecting and analyzing data to identify student needs at each CSI site.

The comprehensive needs assessment process encompasses reviewing various data sets, including credit attainment, attendance, and assessment data from the most recent California Dashboard, as well as locally collected information. Local data includes detailed information on individual students and student groups, such as chronic absenteeism rates and the percentage of students earning sufficient credits monthly to graduate on time. Additionally, pre/post assessments are conducted to track progress in ELA and Mathematics. The LEA also encourages incorporating feedback from Education Partners in the CNA process. Sites will gather input from Educational Partners at a site-based meeting and record the parent input to use this feedback.

The LEA assists schools in determining which educational partners are crucial to engage with and how gathering input can inform teaching and learning practices. The School Site Council (SSC), in collaboration with site and LEA leadership, jointly reviews this data to inform the development of the School Plan for Student Achievement (SPSA) and to utilize resources available through the Comprehensive Support and Improvement (CSI) program and other district-provided resources to address identified needs. The needs assessment identifies additional support needed to improve Low Performance indicators.

Evidence-based practices are scientifically validated and rigorously tested programs proven to have a positive impact. The LEA supports schools in identifying the best evidence-based interventions tailored to their specific needs. This includes providing a CSI Collaborative platform for professional development opportunities where sites can learn about practices supported by higher levels of evidence that are more likely to enhance student outcomes. Collaborative discussions among CSI sites across the county and guidance on available tools to identify and evaluate research-based interventions are facilitated.

SPSAs are developed with LEA-level leadership support to ensure they incorporate evidence-based improvement strategies aimed at enhancing Low Performance. Once research-based practices are deemed beneficial and staff are identified, service contracts and other purchases are reviewed and approved. Resource inequities, encompassing aspects such as extended learning time, best first instruction, interventions, professional learning, rigorous content, instructional time, etc. are clarified and addressed in the SPSA. Any identified research

inequities are continually monitored and reviewed at both the site and LEA levels.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Selma Unified will monitor and evaluate the implementation and effectiveness of the CSI plan in order to support student and school improvement. Summative measures to evaluate the effectiveness of the CSI plan include State Assessments, ELA/Math CAASPP, as well as local assessments.

To ensure the successful implementation of the CSI plans, the district will establish a CSI District Team who will monitor the plans. Throughout the school year, District Administrators will maintain regular communication with the Principal and Co-Administrators. Their aim is to oversee the plan's execution, assess local assessment data, and analyze the effectiveness of the strategies deployed.

Evaluation of the CSI plan's implementation will involve meetings between the Site and District Teams to assess progress. Quarterly meetings with the school sites and District leaders will review implementation progress.

The school sites will conduct regular classroom observations to monitoring implementation of the CSI plans to ensure ample progress toward academic performance. Collaboration with staff during embedded and nonembedded PLC meetings will support conversations regarding data and monitoring progress, as well as implementation of strategies and professional learning to support the plan. Progress reports and grade report periods will support staff in identifying students who are struggling and who may be in need of additional supports, as monitored by Student Success Team meetings.

The effectiveness of the CSI plan will be assessed through a summative evaluation, which will entail analyzing student outcomes using both local assessments and state assessments. These evaluations will offer a thorough understanding of student progress and gauge the overall impact of the CSI plan on academic achievement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Board-Mid-year Report presented February 27, 2024	Mid- Year Report to the School Board: Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each school year at a regularly scheduled meeting of the governing board or body of the LEA (optional but recommended).
Parents	Input opportunities for the 2024-2025 LCAP involved Educational Partners: Parents including parents involved in District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), Migrant Parent Advisory Committee (MPAC) and all other parents and community. Input was gathered at in-person sessions on February 29, 2024 and via online surveys. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, digital, animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Students	Input opportunities for the 2024-2025 LCAP involved Educational Partners: Students. Input was gathered at an in-person session at the comprehensive high school on February 5, 2024 as well as through online survey for students in grades 1-12, with the survey window open from March through April. District personnel provided

Educational Partner(s)	Process for Engagement
	presentation/information via a Slides presentation, collaborative talk, and a post-it activity.
Bargaining Units-Certificated	Input opportunities for the 2024-2025 LCAP involved Educational Partners: SUTA Certificated Bargaining Unit. Input was gathered at in-person sessions on February 29 and March 11, 2024 and via surveys. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, digital, animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Bargaining Units-Classified	Input opportunities for the 2024-2025 LCAP involved Educational Partners: CSEA Classified Bargaining Unit. Input was gathered at in-person sessions on February 29 and March 11, 2024 and via surveys. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, digital, animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Teachers	Input opportunities for the 2024-2025 LCAP involved Educational Partners: SUTA Certificated Bargaining Unit. Input was gathered at in-person sessions on February 29 and March 11, 2024 and via surveys. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, digital, animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Principals/Administrators	Input opportunities for the 2024-2025 LCAP involved site administrators by way of a meeting on March 21, 2024. Site administrators attended the Community input meeting as well as the SUTA and CSEA Bargaining Unit meetings on February 29th and

Educational Partner(s)	Process for Engagement
	March 11, 2024 to support Educational Partner Engagement. Input was gathered via a digital survey.
Other School Personnel	Input opportunities for the 2024-2025 LCAP involved Educational Partners: Other School Personnel. Input was gathered at in-person sessions on February 29 and March 11, 2024 and via surveys. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, digital, animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
PAC	Input opportunities for the 2024-2025 LCAP involved Educational Partners: Parents including parents involved in Parent Advisory Committee (PAC). Input was gathered at in-person sessions on January 30th and February 29, 2024 and via surveys. The LCAP was presented to the PAC and input gathered on April 29, 2024. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP infographic, an animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Complete Draft to the PAC	Presented the complete draft to the PAC and collect questions that could not be addressed, to be addressed in writing by the superintendent-April 29, 2024. There were not any questions that could not be answered and a response was not needed. Comments from this meeting were reviewed at the PAC meeting on May 9, 2024.
DELAC	Input opportunities for the 2024-2025 LCAP involved Educational Partners: Parents including parents involved in District English Learner Advisory Committee (DELAC). Input was gathered at in-person sessions on January 24th, February 29, 2024 and via surveys. The LCAP was presented to the DELAC and input gathered on April 29, 2024. District personnel provided presentation/information in various ways, including verbal presentation, slideshows, LCAP

Educational Partner(s)	Process for Engagement
	infographic, an animated LCAP, collaborative conversations and gathering of feedback on posters, and more. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Complete Draft to the DELAC	Presented the complete draft to the DELAC and collect questions that could not be addressed, to be addressed in writing by the superintendent-April 29, 2024. There were not any questions that could not be answered and a response was not needed. Comments from this meeting were reviewed at the DELAC meeting on May 9, 2024.
Heartland High (Continuation) EM Site Input	Heartland High gathered Equity Multiplier Input in conjunction with the SSC at a meeting on April 4, 2024. With Educational Partner input and based on College/Career Indicator data for All Students and Low Income and Hispanic Students, and Suspension data for All Students and EL, Low Income, and Hispanic Students, focus goals 4 and 5 in our LCAP were developed to address the specific student needs.
Selma Independent EM Site Input	Selma Independent gathered Equity Multiplier Input in conjunction with the SSC at a meeting on April 4, 2024. With Educational Partner input and based on College/Career Indicator data for All Students and Low Income and Hispanic Students, Graduation Rate for All Students and Low Income and Hispanic Student, Math All Students and Low Income and Hispanic Students, and ELA All Students and Low Income and Hispanic Students, focus goals 4 in our LCAP was developed to address the specific student needs.
STRIVE Academy EM Site Input	STRIVE Academy gathered Equity Multiplier Input in conjunction with the SSC at a meeting on April 4, 2024. With Educational Partner input and Suspension data for All Students, focus goal 5 in our LCAP was developed to address the specific student needs.
SELPA Consultation	In-person SELPA Governance Meetings: September 28, 2023, October 26, 2023, November 9, 2023, December 7, 2023, February 22, 2024, March 21, 2024
Public Comment Period	Public Comment Period: Notified the public of the opportunity to submit written comments regarding the LCAP actions and expenditures-May 1-15

Educational Partner(s)	Process for Engagement
Public Hearing	Public hearing to solicit recommendations and comments regarding actions and expenditures of the LCAP and district budget-May 28, 2024
Adoption by the governing board	Final LCAP adoption by the Governing Board-June 11, 2024.
Budget Adoption and Local Indicator Report to governing board	Local Indicators presented, LEA Budget adoption, Final LCAP approval with public comment-June 11, 2024.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parent and Community input from our survey shows that our parents and families continue to see a need in the area of academic support/interventions. They are particularly concerned about intervention and support for our students, as well as their school safety and sense of connectedness. This includes support for English Learners and Newcomer students. They expressed a focus on students who are struggling with academics and/or social-emotional learning. They desire ongoing support of enrichment, career-technical education, Dual Immersion, Robotics, and critical thinking courses, including classes that provide hands-on experiences. Parents seek opportunities to engage in school organizations and educational activities with childcare and translation services, and training for running parent organizations. Evidence of this feedback can be found in: Goal 1, Actions 1.2, 1.5, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.1, 2.2, 2.3, 2.4; Goal 3, Actions 3.1, 3.3.

The Parent Advisory Committee (PAC) advocated for continuation of the Dual Immersion Program and providing a variety of electives. PAC input recommended further promotion of the DLI program to ensure the program can expand overtime. Participants stressed the importance of tutoring and interventions for behavioral and social emotional support, along with fostering experiences with diverse cultures to promote understanding. Additionally, there's a call for life skill development and opportunities for cultural enrichment. The input suggested implementing karate and theater programs to enrich students' learning experiences. Evidence of this feedback can be found in: Goal 1, Actions 1.4, 1.9, 1.11, 1.13, 1.14, 1.17, 1.18; Goal 2, Actions 2.1, 2.2, 2.3, 2.4.

The District English Learner Advisory Committee (DELAC) stressed the importance of bilingual instructional aides in the classrooms to support students, advocating for language support above and beyond the classroom teacher. They advocated for continued language support through ELD lessons to support students. They also want to continue with parent education and engagement sessions to learn about how to support their children at home. DELAC recommended offering of additional Winter and Spring sessions to support students in getting to reclassification. Evidence of this feedback can be found in: Goal 1, Actions 1.4, 1.17; Goal 3, Actions 3.1, 3.2.

Students provided valuable input through the student survey, expressing a desire for coursework focusing on practical life skills such as managing bills, learning about taxes, and understanding the Stock Market, among other topics relevant to adulthood. They also suggested additional course options that would support pathway options/college or career readiness, including language classes (such as Punjabi, French, and German), Culinary Arts, Pottery/Ceramics, Visual and Performing Arts (VAPA), and Driver's Education. Students shared the importance of the school district providing updated student computers/electronic devices, play equipment, and basic materials and supplies. Overall, students emphasized the importance of making school engaging and enjoyable, including suggestions for field trips, while showing a

keen interest in topics related to career exploration. They advocated for increased opportunities for both intervention programs and elective/enrichment courses. High School students requested counselor supports on how to access scholarships, filling out college applications, and selection of courses, sharing the need for ongoing support and assistance in various areas. Additionally, students highlighted the significance of maintaining a positive school climate and culture, requesting ongoing support and encouragement from staff, including the recognition of positive behaviors and verbal praise. Students expressed the ongoing need for Mental Health support to talk through issues related to anxiety, dealing with stress, and motivation. Many also expressed a desire for improved facilities, food options, and enhanced safety measures. Evidence of this feedback can be found in: Goal 1, Actions 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.1, 2.2, 2.4.

Teachers/Certificated staff bargaining unit provided input and survey results highlighting a significant concern regarding the necessity for student intervention and tutoring. This includes support needed for students who struggle with foundational literacy skills and basic math concepts. They suggested increased funding for various areas including professional development, school safety and connectedness, VAPA programs, outdoor education, library services, technology, additional TK classes, and reducing class sizes. They also recommended promoting teacher collaboration through vertical articulation and providing time for grade-level forums. Moreover, there was a call for increased support for English Learners and the identification of at-risk students. Teachers also expressed support for enhancing parent involvement and providing training to educate parents on how best to support students. Evidence of this feedback can be found in: Goal 1, Actions 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.3, 2.4, 2.5; Goal 3, Actions 3.1, 3.2.

Classified staff input from the bargaining unit input session and the survey showed that members are focused on academic and non-academic aspects of student learning. They shared the need for better communication with parents, particularly regarding technology platforms like Parent Square, Parent Portal, and Aeries. Parent Portal support is needed to ensure front office staff can effectively assist parents with these platforms and could include further parent training. They recommended parent education on topics, such as financial literacy and understanding 504/IEP plans. Student course recommendations at the high school level included more Dual Enrollment classes and Culinary Arts. They suggested increased professional development opportunities for teachers and staff, as well as parents. There was also a focus on intervention programs for students who require extra support, as well as expanding options for electives and enrichment activities. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.9, 1.11, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.2, 2.4; Goal 3, Actions 3.1, 3.2.

Principals would like to see further articulation of MTSS to clarify the tiers in order to provide academic and behavioral/social-emotional supports to students; intervention is a priority. They expressed support for more parent training on Parent Square and Parent Portal, as suggested by parents via SSC/ELAC meetings. Ongoing Parent Engagement opportunities and education are recommended. Additional professional learning for teachers and staff was also a recommendation, including for topics related to English Learners. A suggestion was made to have a single online data platform that can more easily support data disaggregation in order to monitor progress and support implementation of Tiered Supports. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.7, 1.11, 1.13, 1.14, 1.16, 1.18; Goal 2, Actions 2.3, 2.4; Goal 3, Actions 3.1, 3.2, 3.3.

District Administrators recommended providing professional learning throughout the school year and continuing to focus on Professional Learning Communities (PLCs) to support the work. Suggestions were made to provide districtwide training on research-based reading

strategies, common language for effective instruction, data analysis, and effective strategies for Multilingual Learners. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.7, 1.11, 1.14, 1.15, 1.18.

All Educational Partners mentioned the necessity to expand opportunities for students to access interventions and tutorials to support student learning. Evidence of this feedback can be found in Goal 1, Actions 1.5, 1.6, 1.13, 1.16, 1.17, and 1.18; Goal 2, Actions 2.3, 2.4.

Heartland High, STRIVE Academy, and Selma Independent, our Equity Multiplier schools, held a consultation meeting on April 4, 2024 to gather Educational Partner input on development of the goals and use of funding. With feedback from our partners, we have added goals 4 and goal 5 into the LCAP to address specific subgroups and needs at each school. Goal 4 addresses low academic performance, CCI, and Graduation Rate for Heartland High and Selma Independent. Goal 5 addresses suspensions for Heartland High and STRIVE Academy. Evidence of feedback can be found in Goal 4 and Goal 5. Educational Partners from Heartland, STRIVE, and Selma Independent would like to see increased transition support when students enter the schools, with support from the mental health and social worker teams. They would also like to see expanded course selection for the students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
Selma Unified is dedicated to ensuring that every student develops the necessary academic skills to consistently progress towards proficiency across all subjects. To achieve this objective, we will maintain access to instructional materials aligned with standards, implement standards for all students, provide English Learners access to state standards and ELD standards, ensure facilities are well-maintained, and provide qualified teachers. This focus aims to address and diminish disparities among our student groups, including English Learners, Low-Income, Foster Youth, Homeless, and Students with Disabilities, as evidenced by data from the CA Dashboard highlighting performance gaps in Selma Unified. These inequities are addressed in the identified needs section of our LCAP under "Increased or Improved Services". Moreover, the actions supporting this goal aim to close all achievement gaps, as indicated by annual updates and metrics. While Selma Unified has seen gradual progress, there remains a critical need to support students, particularly those who are English Learners, Low-Income, and Foster Youth. We are committed to working towards this goal with input and feedback from our Educational Partners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Smarter Balanced-% meeting/exceeding standards	LEA Level All Students: 46.66% Low Income: 35.27% English Learners: 10.87% LTEL: 5.50%			LEA Level All Students: 50.66% Low Income: 39.27%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Youth: 19.43% Homeless: 25.8% SWD: 15.75%</p> <p>School Level Terry Elementary All Students: 12.5% EL: 12.1% Low Income: 12.8% Hispanic: 13.56%</p> <p>Wilson Elementary All Students:24.2% EL:5.8% Low Income:20.7% Hispanic: 23.03%</p> <p>Jackson Elementary SWD: 14%</p> <p>Eric White SWD: 8.69%</p> <p>Indianola Elementary SWD: 15%</p> <p>Lincoln MS SWD: 13.21%</p> <p>Selma High English Learners: 11.27% SWD: 8.70%</p> <p>Data Year: 2022-2023</p>			<p>English Learners: 14.87% LTEL: 9.5% Foster Youth: 23.43% Homeless: 29.8% SWD: 19.75%</p> <p>School Level Terry Elementary All Students:16.5% EL:16.1% Low Income:16.8% Hispanic:17.56%</p> <p>Wilson Elementary All Students:28.2% EL:9.8% Low Income:24.7% Hispanic: 27.03%</p> <p>Jackson Elementary SWD: 18%</p> <p>Eric White SWD: 12.69%</p> <p>Indianola Elementary SWD: 19%</p> <p>Lincoln MS SWD: 17.21%</p> <p>Selma High</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: ELA CAASPP			English Learners: 15.27% SWD: 12.70%  Data Year: 2025-2026 Data Source: ELA CAASPP	
1.2	ELA-CA Dashboard Distance from Standard	LEA Level All Students: -32.5 points below Low Income: -35.1 points below English Learners: -60.8 points below Foster Youth: -97.7 points below Homeless: -88.3 points below SWD: -100.6 points below  School Level  Lincoln MS SWD: -102.3 points below  Jackson Elementary SWD: -89.9 points below  Eric White Elementary SWD: -114.6 points below			LEA Level All Students: -17.5 points below Low Income: -20.1 points below English Learners: -45.8 points below Foster Youth: -82.7 points below Homeless: -73.3 points below SWD: -85.6 points below  School Level  Lincoln MS SWD: -96.3 points below  Jackson Elementary SWD: -74.9 points below  Eric White Elementary SWD: -98.6 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Indianola Elementary SWD: -112.4 points below</p> <p>Selma High SWD: -127.8 points below</p> <p>Data Year: 2022-2023 Data Source: ELA CAASPP</p>			<p>Indianola Elementary SWD: -97.4 points below</p> <p>Selma High SWD: -112.8 points below</p> <p>Data Year: 2025-2026 Data Source: ELA CAASPP</p>	
1.3	Math Smarter Balanced-% meeting/exceeding standards	<p>All Students: 34.62% Low Income: 22.91% English Learners: 9.93% LTEL: .56% Foster Youth: 10.47% Homeless: 16.15% SWD: 12.26%</p> <p>School Level Terry Elementary All Students:14% EL:10.4% Low Income:14.4% Hispanic:11.38%</p> <p>Indianola Elementary SWD: 15%</p> <p>Lincoln MS SWD: 1.94%</p>			<p>All Students: 38.62% Low Income: 26.91% English Learners: 13.93% LTEL: 4.56% Foster Youth: 14.47% Homeless: 20.15% SWD:16.26%</p> <p>School Level Terry Elementary All Students:18% EL:14.4% Low Income:18.4% Hispanic:15.38%</p> <p>Indianola Elementary SWD: 19%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: Math CAASPP			Lincoln MS SWD: 5.94%  Data Year: 2025-2026 Data Source: Math CAASPP	
1.4	Math-CA Dashboard Distance from Standard	LEA Level All Students: -75.3 points below Low Income: -77.5 points below English Learners: -89.2 points below Foster Youth: -146.9 points below Homeless: -124.7 points below SWD: -127 points below  School Level  Lincoln MS SWD: -152.3 points below  Indianola Elementary SWD: -116.8 points below  Data Year: 2022-2023 Data Source: Math CAASPP			LEA Level All Students: -60.3 points below Low Income: -62.5 points below English Learners: -74.2 points below Foster Youth: -131.9 points below Homeless: -109.7 points below SWD: -112 points below  School Level  Lincoln MS SWD: -127.3 points below  Indianola Elementary SWD: -101.8 points below  Data Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Math CAASPP	
1.5	CAST Smarter Balanced-% meeting/exceeding standards	All Students: 17.89% Low Income: 17.46% English Learners: 2.62% Foster Youth: N/A% Homeless: 0%  Data Year: 2022-2023 Data Source: CAST CAASPP			All Students: 21.89% Low Income: 21.46% English Learners: 6.62% Foster Youth: TBD% Homeless: 4%  Data Year: 2025-2026 Data Source: CAST CAASPP	
1.6	ELA-Early Assessment Program-11th Grade Students considered College Ready	11th Grade ELA CAASPP: 45.26% Data Year: 2022-2023 Data Source: DataQuest			11th Grade ELA CAASPP: 49.26% Data Year: 2025-2026 Data Source: DataQuest	
1.7	Math-Early Assessment Program-11th Grade Students considered College Ready	11th Grade Math CAASPP: 14.22% Data Year: 2022-2023 Data Source: DataQuest			11th Grade Math CAASPP: 18.22% Data Year: 2025-2026 Data Source: DataQuest	
1.8	A-G Completion Rate: Percentage of Students	All Students: 63.4%, English Learners: 61.5%			All Students: 66.4%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Meeting CSU/UC requirements	Special Education: 20%, Economically Disadvantaged: 63.4% Data Year: 2022-2023 Data Source: Dashboard Additional Reports			English Learners: 64.5% Special Education: 2%, Economically Disadvantaged: 66.4% Data Year: 2025-2026 Data Source: Dashboard Additional Reports	
1.9	Career Technical Education (CTE) Pathway Completion Rate	All Students: 54.6% English Learners: 23.1% Economically Disadvantaged: 53.5% Foster Students: not avail Homeless Students: 0% Data Year: 2022-23 Data Source: Dashboard Additional Reports			All Students: 58% English Learners: 26% Economically Disadvantaged: 57% Foster Students: TBD Homeless Students: 3% Data Year: 2025-26 Data Source: Dashboard Additional Reports	
1.10	A-G Completion and CTE Pathway Completion Rate	All Students: 15.6% Data Year: 2022-2023 Data Source: Dashboard Additional Reports			All Students: 19% Data Year: 2025-2026 Data Source: Dashboard Additional Reports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Broad Course of Study-VAPA	Students Enrolled in VAPA Courses: All Students 28% Data Year: 2022-2023 Source: CALPADS Fall 2			Students Enrolled in VAPA Courses: All Students 30% Data Year: 2025-2026 Source: CALPADS Fall 2	
1.12	Broad Course of Study-Dual Language Immersion	Students Enrolled in DLI Course: 39 students Data Year: 2022-2023 Source: Internal Report/SIS			Students Enrolled in DLI Course: 84 students Data Year: 2025-2026 Source: Internal Report/SIS	
1.13	Broad Course of Study-AVID	Total Number of Students Enrolled in AVID Course All: 104 English Learners: 5 Low Income: 90 Foster Youth: 0 Data Year: 2022-2023 Source: Internal Report			Total Number of Students Enrolled in AVID Course All: 108 English Learners: 9 Low Income: 94 Foster Youth: 2 Data Year: 2025-2026 Source: Internal Report	
1.14	Advanced Placement (AP) Exam Passage Rate	All Students: 9.3% English Learners: 0% Socio-Economically Disadvantaged: 7.6% Foster Youth: no data Homeless Students: 0% Data Year: 2022-2023			All Students: 14% English Learners: 2% Socio-Economically Disadvantaged: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: DataQuest			Foster Youth: TBD Homeless Students: 2% Data Year: 2025-2026 Source: DataQuest	
1.15	English Learners (EL)/English Learner Progress Indicator (ELPI)-percent of students making progress toward English Language proficiency	LEA Level: 48.3%  School Level Eric White Elementary:41.3%  Data Year: 2022-2023 Data Source: CA Dashboard ELPI			LEA Level: 52%  School Level Eric White Elementary:45%  Data Year: 2025-2026 Data Source: CA Dashboard ELPI	
1.16	Reclassification Rate-Students Reclassified to Fluent English Proficient	17.5% Data Year: 2022-2023 Source: Local SIS/Calpads			18.5% Data Year: 2025-2026 Source: Local SIS/Calpads	
1.17	Long Term English Learners (LTELs)	LTELs 6+Years 11.7% (334 students) Socioeconomically Disadvantaged: 11.9% (330 students) Foster: 10% Homeless: 28.6%  Data Year: 2023-2024 Source: DataQuest			LTELs 6+Years 10% Socioeconomically Disadvantaged: 10% Foster: 9% Homeless: 27%  Data Year: 2026-2027 Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	ELA-Local Assessment	TK: 68% (Learning Foundations) K: 61% (DRA-Fall 2023) 1st: 31% (DRA-Fall 2023) 2nd: 837 (STAR-Fall 2023)  Interim-Spring 2024 3rd: 33% 4th: 46% 5th: 43% 6th: 39% 7th: 56% 8th: 38% 9th: 47% 10th: 45% 11th: 53%  Data Year: 2023-2024 Source: Local: DnA			TK: 72% (Learning Foundations) K: 65% (DRA-Fall 2026) 1st: 35% (DRA-Fall 2026) 2nd: 871 (STAR-Fall 2026)  Interim-Spring 2026 3rd: 37% 4th: 50% 5th: 47% 6th: 43% 7th: 60% 8th: 42% 9th: 51% 10th: 49% 11th: 57%  Data Year: 2026-2027 Source: Local: DnA	
1.19	Math-Local Assessment	Interim-Spring 2024 3rd: 33% 4th: 39% 5th: 39% 6th: 29% 7th: 29% 8th: 40% Math I (Gr 9-10): 33% Math II (Gr 10): 23% Gr 11: 29%			Interim-Spring 2026 3rd: 37% 4th: 43% 5th: 43% 6th: 33% 7th: 33% 8th: 44% Math I (Gr 9-10): 37%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Source: Local: DnA			Math II (Gr 10): 37% Gr 11: 33%  Data Year: 2026-2027 Source: Local: DnA	
1.20	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Source: Board Resolution/Local Report Indicator			100% Data Year: 2026-2027 Source: Board Resolution/Local Report Indicator	
1.21	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites implement State Standards and enable EL students to access State Standards and ELD Standards. Data Year: 2023-2024 Data Source: Internal Documentation			100% of school sites implement State Standards and enable EL students to access State Standards and ELD Standards. Data Year: 2026-2027 Data Source: Internal Documentation	
1.22	Appropriately assigned and fully credentialed teachers	87.7% Clear Data Year: 2022-2023 Data Source: CA Dashboard			90% Clear Data Year: 2025-2026 Data Source: CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Facilities maintained in good repair	Fair Rating: 73% (8/11 Sites) Poor: 27% (3/11 Sites) Data Year: 2022-2023 Data Source: FIT Report (contracted service)			All facilities met good repair Data Year: 2025-2026 Data Source: FIT Report (Local Report)	
1.24	College and Career Indicator (CCI)	All Students: 39.5% English Learners: 13.8% Socio-Economically Disadvantaged: 38.6% Foster Youth: * Homeless: 5.9% SWD: 9.6% Data Year: 2022-2023 Source: DataQuest			All Students: 42.5% English Learners: 16.8% Socio-Economically Disadvantaged: 41% Foster Youth: TBD Homeless: 7.9% SWD: 11.6% Data Year: 2022-2023 Source: DataQuest	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Program	Selma Unified students will be provided with basic services to ensure basic conditions of learning are met in order for students to achieve at high levels. This includes the following: ensuring student access to standards aligned instructional materials, implementation of standards for all students and English Learner access to CCSS and ELD standards, providing facilities that are maintained in good repair, and providing appropriately assigned and fully credentialed teachers. This includes qualified classified, certificated and administrative personnel recruited to the district by providing competitive salary and benefits packages for all groups. The district will provide ongoing professional learning and training for all personnel to ensure high quality core instruction/materials and educational technology that are provided to meet the needs of our diverse learners. Student groups represented are all students, English Learners, Socio-economically Disadvantaged, Foster, Special Education and Homeless students. Special Education students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity, access to district programming, and a free, appropriate public education. The district also provides administrative support based on student needs.	\$64,659,834.00	No
1.2	Program Support	This action will provide the following personnel: Program Managers & Program Manager Assistants, Assistant Principals, and the Selma High School Data/Assessment TOSA.	\$1,881,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development	This action will provide the following personnel: Directors of Curriculum, Executive Assistant to the Chief Academic Officer, and Administrative Assistants. We will support teacher pipeline efforts through professional development, New Teacher Academy, and the Teacher Residency Program. In addition, it will provide Professional Learning opportunities for teachers, paraprofessionals, and administrators and will emphasize effective instruction tailored to support English Learners, Foster Youth, and Socio-Economically Disadvantaged students. Curriculum contracts, equipment, and materials/supplies needed to provide these professional learning opportunities.	\$991,116.00	Yes
1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	<p>This action will support a Bilingual Dual Immersion Pathway, funding Bilingual Dual Immersion Teachers, Bilingual Instructional Aides, and supplemental curriculum.</p> <p>This action will address the 2023 Dashboard ELPI Indicator at Eric White Elementary.</p>	\$598,710.00	Yes
1.5	Broad Course of Study: AVID	<p>AVID tutors will be provided at both the middle school and high school level. The district will also fund AVID Professional Learning, materials and supplies, and fieldtrips.</p> <p>To address the following Reds on the 2023 Dashboard:  LEA Level  ELA: Foster Youth  Math: Foster Youth  CCI: Homeless</p> <p>Selma High  ELA: English Learners</p>	\$74,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Supports for Students with Disabilities (SWD)	<p>This action will provide professional learning via Lindamood-Bell programs to support K-8 phonemic awareness and decoding, conceptual math understanding, and integration into math curriculum. Additionally, Professional Learning will be provided to support academics. Selma High will provide professional learning to incorporate inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment. Mentoring Coaching will be used to support students at at Selma High school.</p> <p>After examining the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of SWD's low performance.</p> <p>LEA Level: ELA: SWD Math: SWD CCI: SWD</p> <p>Lincoln MS: ELA: SWD Math: SWD</p> <p>Jackson Elem: ELA: SWD</p> <p>Eric White Elem: ELA: SWD</p> <p>Indianola Elem: ELA: SWD Math: SWD</p> <p>Selma High: ELA: SWD Suspension: SWD</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>K-8 Supporting SWD in ELA: Phonemic Awareness and Decoding: Seeing Stars is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling. This program will be particularly beneficial for SWD struggling with reading fluency and accuracy. Implementing Seeing Stars across elementary schools like Jackson Elem, Eric White Elem, and Indianola Elem, as well as at the middle and high school levels, will provide foundational support in reading that is critical for success in ELA.</p> <p>Professional Development at the LEA Level: Teachers and specialists will receive training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD.</p> <p>Supporting SWD in Math: Conceptual Math Understanding: On Cloud Nine Math aims to develop number sense and mathematical reasoning by using imagery to help students understand and remember math concepts. This program will support SWD at schools like Lincoln MS and Indianola Elem by offering concrete strategies to visualize and solve math problems, making abstract concepts more accessible.</p> <p>Integration into Math Curriculum: Training math teachers and special education staff in On Cloud Nine techniques will enable the integration of these strategies into daily math instruction, providing a consistent and supportive learning environment for SWD. This training will occur at the LEA level.</p> <p>Grades 9-12th Supporting SWD in ELA: Mentoring Coaching: Implementing Mentoring Coaching at Selma High School will provide personalized support, encouragement, and skill-building that is critical for success in ELA. Students will receive this support from Special Education Teachers, creating an action plan together based on student 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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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 goal set and staff will progress monitor with a Mentoring Coaching document.</p> <p>Supporting SWD Suspension: To support Students with Disabilities (SWD) at the high school level, schools will implement regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey. Incorporating restorative practices helps build a supportive community, emphasizing empathy and conflict resolution through understanding rather than punishment. At the LEA Level, teachers 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. To boost both the academic performance and overall well-being of Students with Disabilities, the high school will implement a well-defined support system. This system will offer positive behavioral interventions along with access to mental health resources.</p> <p>Supporting SWD CCI: The LEA will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). This training will be facilitated by our Director of Special Education. All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings to best support each student's academic and social-emotional needs.</p> <p>Lincoln Middle School: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Lincoln Middle School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. The Lindamood-Bell program will be used for students struggling with reading fluency and accuracy/math concepts. Professional Development: Teachers will receive training in the program. In addition, the iReady supplemental program which will continue to be utilized for math and ELA academic support for all students will Disabilities. Teachers will receive professional development for iReady as needed. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 13 Goal 2 Action 1</p> <p>Lincoln Middle School: Supporting SWD in Math: The Lindamood-Bell program will be used for students struggling with reading fluency and accuracy/math concepts. Professional Development: Teachers will receive training in the program. In addition, the iReady supplemental program which will continue to be utilized for math and ELA academic support for all students will Disabilities. Teachers will receive professional development for iReady as needed. Metric data will be measured by Distance From Standard (Mathematics) from the CA Dashboard. Goal 1 Action 13</p> <p>Jackson Elem: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Jackson Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Orton Gillingham Training has been provided to Jackson Kindergarten, 1st Grade, and intervention teachers to support students in</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Phonemic awareness. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 8</p> <p>Eric White Elem: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Eric White Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 14</p> <p>Indianola Elem: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Indianola Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 8</p> <p>Indianola Elem: Supporting SWD in Math: Conceptual Math Understanding: On Cloud Nine Math aims to develop number sense and mathematical reasoning by using imagery to help students understand and remember math concepts. This program will</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>support SWD at Indianola Elementary School by offering concrete strategies to visualize and solve math problems and make abstract concepts more accessible. Professional Development Training for teachers and special education staff will support integration of On Cloud Nine techniques and strategies into daily math instruction to provide a consistent and supportive learning environment for SWD. Metric data will be measured by Distance From Standard (Mathematics) from the CA Dashboard. Goal 1 Action 10</p> <p>Selma High School: Supporting SWD in ELA: Mentoring Coaching: Implementing Mentoring Coaching at Selma High School will provide personalized support, encouragement, and skill-building that is critical for success in ELA. Students will receive this support from Special Education Teachers, creating an action plan together based on student 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 students' learning styles, strengths, and areas for improvement. Students will goal set and staff will progress monitor with a Mentoring Coaching document. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard.</p> <p>Selma High School: Supporting SWD Suspension: To support Students with Disabilities (SWD) at the high school level, schools will implement regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey. Incorporating restorative practices helps build a supportive community, emphasizing empathy and conflict resolution through understanding rather than punishment. Teachers 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. By creating a</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>structured yet flexible support system that includes positive behavioral interventions and access to mental health resources, the high school will enhance the academic success and well-being of SWD. The district will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.</p> <p>Metric data will be measured by Suspension Rate By Year from the CA Dashboard. Goal 2 Action 2</p>		
1.7	Teacher Collaboration	<p>The district will continue to allocate dedicated time for teacher collaboration and professional development for Professional Learning Communities, enabling data-driven decision-making. We will maintain the K-6 embedded PLC schedule, providing certificated and classified physical education personnel to deliver student instruction during grade-level PLC sessions. Selma High, Abraham Lincoln Middle School, and Heartland will continue implementing PLCs according to their existing schedules. Supports in this action include materials and supplies/equipment, travel time, and substitutes for physical education staff.</p>	\$610,595.00	Yes
1.8	Supplemental Materials and Services	<p>Selma Unified will implement Multi-Tiered Systems of Support (MTSS) by offering research-based, supplemental materials and services to provide valuable learning opportunities and access to resources and experiences.</p> <p>To support supplemental instructional support for sites, Selma will provide: Tutoring and academic support, language support programs, access to technology, educational workshops and programs for teachers, standards-aligned field trips and educational enrichment opportunities, Professional Development and associated costs, supplemental curriculum and resources, additional time for staff based on students' needs, classroom</p>	\$1,062,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials and supplies, and opportunities to increase family engagement. Sites Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively. Staff will actively address the academic and social emotional needs of English Learners, Foster Youth, and Low Income students. Schools will be funded by way of a per pupil allocation at the elementary, middle school, and high school levels.		
<b>1.9</b>	Career Technical Education	Selma Unified will continue its support for Career Technical Education (CTE) by providing staffing for CTE and Elective classes, including substitute coverage when necessary. This goal supports providing High School Counselors who will actively promote greater access and awareness of available CTE/VROP and elective courses, thereby encouraging the completion of diverse pathways. Support for this action includes a robust partnership with Valley ROP, including contracts, equipment, materials and supplies.	\$3,109,808.00	Yes
<b>1.10</b>	Libraries	The District envisions school library programs as central to teaching and learning. Selma Unified will provide Library Clerks/Technicians and a Teacher Librarian to support students with academic support services, technology access, access to resources, and to provide a safe and supportive learning environment. This action also includes materials and supplies, library staff professional learning, online subscriptions/contracts/tech-based programs, and additional time for library staff. In addition, the district will contract with the county office of education to support making library services more accessible to English Learners, Low Income, and Foster Youth.	\$1,396,825.00	Yes
<b>1.11</b>	Visual and Performing Arts	Selma Unified will continue to support Visual and Performing Arts, enhancing the quality of our programs by funding VAPA staff at all levels, elementary, middle and high school. Departments include programs that fall under visual and performing arts, such as vocal and instrumental music, performing and visual arts, drama, and Career Technical Education	\$1,234,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(CTE) courses like digital and multimedia arts. This includes funding for materials and supplies/equipment to run programs, including possible services for acquiring costumes, concert attire, service to instruments, and materials to increase access for identified students to participate in VAPA activities both during and after school hours. This action includes extra time for staff and release time for teacher professional development. Furthermore, this action supports arts programs by providing updated technology and equipment to enhance instruction and learning experiences.		
1.12	Educational/Information Technology	Selma Unified will continue to provide necessary electronic devices and equipment for students, classrooms, and staff, prioritizing English Learners, Low-Income, and foster students. In addition to delivering 1:1 technology devices, wifi hotspots for students lacking internet access at home will be provided, ensuring disadvantaged students have the necessary tools for completing homework, accessing reading materials, utilizing supplemental programs, and receiving tutoring during and after school. Online subscriptions will be made available for both classroom instruction and intervention. The district will continue to fund leased classroom teacher technology, provide online technology programs, and support funding for instructional technology staff.	\$1,130,088.00	Yes
1.13	Strategic Academic Intervention	We will continue to provide academic multitiered systems of support and staff teachers for reading and math intervention. Intervention teachers collaborate with district leadership, school principals, site leadership teams, and grade-level teams to work on curriculum, student support, data analysis, and professional development. This action provides supports such as high school credit recovery teachers, substitute staffing for the courses when necessary, teachers, bilingual instructional aides for additional support, intervention materials, and supplies. In addition, funding will be provided to support early learning (P-3) programs and initiatives.	\$8,291,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.14</b>	Services for English Learners/LTEL	To ensure English Learner & Long Term English Learners (LTEL) students receive additional academic support necessary to make progress in English proficiency, this action will support staffing the Newcomer Teacher and Curriculum Directors for the Elementary levels. Professional learning and release time are included in this action. In addition, resources like books, supplies, online curriculum, and assessment tools will be purchased.	\$681,520.00	Yes
<b>1.15</b>	Assessment for Learning	<p>The District will provide a TOSA Data Analysis to coordinate formative classroom and local district assessments and compile the data utilized by site administrators and teachers to guide instructional decisions. This effort is particularly aimed at narrowing the achievement gap among all students, especially Low-income students, English Learners, and Foster Youth, as indicated by our data.</p> <p>Additionally, specific technology and online tools, materials and supplies, and needed contracts will be provided for assessment and data analysis, alongside professional development opportunities for staff in assessment administration and analysis of District data from various sources. This action includes extra time for staff.</p>	\$196,686.00	Yes
<b>1.16</b>	Intensive Academic Intervention	As funds allow, Selma will provide supplemental support staff, aides, school psychologists and interns (when possible), MTSS Program Manager, and part of the Chief Academic Officer's role with a specific emphasis on preventing and intervening to address learning gaps for our English Learner (EL), Foster Youth (FY) and Low-Income (LI) students. This effort also involves ensuring a clearly defined MTSS framework is established at each site. Additionally, Selma will provide additional materials, services, professional development, and resources to aid students in these identified groups as needed.	\$3,350,540.00	Yes
<b>1.17</b>	Summer School	Summer School will be provided to Selma Unified students, in coordination with the Extended Learning Opportunities Program (ELOP). This action will	\$1,174,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide the academic portion of summer school, including summer school service for our subgroups, providing learning in ELA, Math, Science, and enrichment. Courses at the high school level will include credit recovery as well as original credit courses. Materials/Supplies, curriculum, online learning platforms, transportation, fieldtrips/activities and other actions related to Summer School are included in this action.		
<b>1.18</b>	Literacy Coaches and Reading Specialists Grant	<p>This Action will address the following Reds:</p> <p>Terry Elem ELA- All, Students, EL, SED, Hispanic Math- All Students, EL, SED, Hispanic</p> <p>Wilson Elem ELA- EL, SED, Hispanic</p> <p>To develop school literacy programs, employ and train literacy coaches and reading and literacy specialists, and develop and implement interventions for pupils in need of targeted literacy support.</p> <p>This initiative supports elementary EL (English Learner), SED (Socioeconomically Disadvantaged), and Hispanic students by enhancing their access to tailored literacy programs and interventions, directly addressing diverse learning needs and language barriers. By employing and training literacy specialists, these programs ensure that students receive culturally responsive, skill-appropriate instruction, boosting both ELA (English Language Arts), literacy, and foundational math skills through improved reading comprehension and problem-solving abilities.</p>	\$1,350,000.00	No
<b>1.19</b>	DA Action: Data Support	<p>DA Qualifying Groups: SWD, FY, HO</p> <p>ELA: EL, SWD</p> <p>Math: EL, SWD</p> <p>Suspension: FY, HO</p> <p>CCI: HO, SWD</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Selma Unified is in Differentiated Assistance (DA) for:  Students with Disabilities in the areas of ELA, Math, and CCI  Foster Youth in the area of Suspensions  Homeless Youth in the areas of Suspensions and CCI  English Learners in the areas of ELA and Math</p> <p>Work underway as part of receiving technical assistance include meeting with the Educational Services leaders to analyze data, develop a needs assessment, research of improvement strategies, and further monitoring the described subgroups. Selma is receiving technical assistance through Fresno County Superintendent of Schools (FCSS) for Differentiated Assistance. This includes application of Theory of Improvement Science, developing a Problem of Practice, root cause analysis, empathy interviews and more to identify a DA focus. At this time, our team has identified CCI as an area of focus. Scheduled support dates with FCSS have included: 1-12-24, 2-7-24, 4-8-24, 4-23-24, and 4-29-24. Our learning plan identified that several areas of review are needed, including training for Aeries data reporting, and Calpads alignment. Progress monitoring work was entered and completed. We will have a business process to identify what needs to be completed, who will complete each task, timeline for completion, and how we will monitor the task.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas.	Broad Goal

State Priorities addressed by this goal.
Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
Goal 2 has been refined to concentrate on Engagement and School Climate. Our Educational Partners across all groups provided feedback regarding a focus on addressing students' overall well-being, including attendance, safety, social emotional and mental health, student attendance, and climate and culture. With the support of student surveys, this goal will support capturing student perspectives on topics, such as Sense of Safety and Belonging, in order to measure progress in these areas. This goal allocates resources for student support in these areas.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	LEA Level All Students:4.5% EL: 4.6% FY: 15.5% Low-income:4.6% Homeless:10.8% Low-income Homeless: Asian:4.6% Low-Income Asian:4.3%  Indianola Elementary All Students:3.6% EL: 3.7%			LEA Level All Students:3.5% EL:3.6% FY:13.5% Low-income:3.6% Homeless:9.0% Asian:3.6% Low-Income Asian:3.3%  Indianola Elem All Students: 2.6% EL:2.7% SED:2.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED:3.4% Hispanic: 3.5% Low-Income Hispanic:4%  Selma High EL:10.4% Asian:10.7% Low-income Asian:11.5% SWD: 14.1%  Terry Elementary All Students:3.8% SED:3.8% Hispanic:3.2% Low-Income Hispanic: 3.4%  Data Source: CA Dashboard, Local Data (FCSS) Data Year: 2022-2023			Hispanic: 2.5% Low-Income Hispanic:3.0%  Selma High EL: 9.4% Asian: 9.7% Low-income Asian:10.5% SWD: 10.1%  Terry Elementary School All Students: 2.8% SED:2.8% Hispanic: 2.2% Low-Income Hispanic: 2.4%  Data Source: CA Dashboard, Local Data (FCSS) Data Year: 2025- 2026	
2.2	Expulsion Rate	All Students: 0.1% English Learners: 0% Low Income: 0.1% Foster Youth: 0% Homeless Students: 2.0% Data Year: 2022-23 Data Source: DataQuest			All Students: <1% English Learners: <1% Low Income: <1% Foster Youth: <1% Homeless Students: 1.0% Data Year: 2025- 26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: DataQuest	
2.3	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: DataQuest			<1% Data Year: 2025-26 Data Source: DataQuest	
2.4	High School Dropout Rate	0% (<1%) Data Year: 2022-23 Data Source: DataQuest			<1% Data Year: 2025-2026 Data Source: DataQuest	
2.5	High School Graduation Rate	All Students: 85% English Learners: 75.3% Foster Youth: * Low-income: 85.1% Data Year: 2022-23 Data Source: DataQuest			All Students: 87% English Learners: 77.3% Foster Youth: * Low-income: 87.1% Data Year: 2025-26 Data Source: DataQuest	
2.6	Attendance Rate	93.7% Data Year: 2023-24 Data Source: CALPADS P-1			95% Data Year: 2026-27 Data Source: CALPADS P-1	
2.7	Chronic Absenteeism Rate	District Level All Students: 14%			District Level All Students: 13%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low-income Students: 14.3%</p> <p>English Learners: 15.4%</p> <p>Homeless: *</p> <p>Foster Youth: 3.7%</p> <p>School Level Abraham Lincoln Middle School</p> <p>All Students: 20%</p> <p>White: 25%</p> <p>Low-Income: 20.7%</p> <p>Low-Income White: 29.3%</p> <p>Data Year: 2022-23</p> <p>Data Source: DataQuest</p>			<p>Low-income Students: 13.3%</p> <p>English Learners: 14.4%</p> <p>Homeless: TBD</p> <p>Foster Youth: 3%</p> <p>School Level Abraham Lincoln Middle School</p> <p>All Students: 19%</p> <p>White: 24%</p> <p>Low-Income: 19.7%</p> <p>Low-Income White: 28.3%</p> <p>Data Year: 2025-26</p> <p>Data Source: DataQuest</p>	
2.8	Student Survey - Sense of Safety	<p>58% of students felt physically and psychologically safe at school.</p> <p>Data Year: Fall 2023-2024</p> <p>Data Source: Panorama</p>			<p>62% of students felt physically and psychologically safe at school.</p> <p>Data Year: Fall 2026-2027</p> <p>Data Source: Panorama Student Survey</p>	
2.9	Student Survey - Sense of Belonging	<p>75% of students felt that they belonged at school.</p>			<p>78% of students felt that they</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: Fall 2023-2024 Data Source: Panorama			belonged at school.  Data Year: Fall 2026-2027 Data Source: Panorama	
2.10	Teacher Survey - School Climate/School Connectedness	68% of teachers felt that the school has a positive working environment/school connectedness.  Data Year: Fall 2023-2024 Data Source: Panorama			71% of teachers felt that the school has a positive working environment.  Data Year: Fall 2026-2027 Data Source: Panorama	
2.11	Mental Health Referrals	Elementary Referrals: 439 Secondary Referrals: 477 Walk-Ins at SHS: 81 Risk Assessments: 213 Threat Assessments: 26  Data Source: Internal Local Documentation			Ensure that there are at least 800 total student contacts to support mental health and social-emotional well-being.  Data Source: Internal Local Documentation	
2.12	Teacher Survey - Sense of Safety	67% of teachers felt that the school has a safe working environment.			70% of teachers felt that the school has a safe working environment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: Fall 2023-2024 Data Source: Panorama			Data Year: Fall 2026-2027 Data Source: Panorama	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Services	Staff in this action include the Director of Student and Community Services, along with the department Administrative Assistant and the District Home School Liaison. They collaborate with all school sites to enhance school attendance, maintain stable enrollment, and provide services for homeless and foster youth, as well as interventions and support for attendance issues. They will assist site Student Attendance	\$2,828,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Review Teams (SART) and oversee the Student Attendance Review Board (SARB) process. Additionally, the Director will supervise the Social Worker(s) (not funded by this action) in their collaboration with the Home-School Liaison and other site staff to bolster family engagement, facilitate access to community resources, and foster collaboration with district and community mental health organizations to enhance school enrollment and attendance. Staff will receive professional development and resources to support efforts in improving student attendance and enhancing family and community engagement.		
<b>2.2</b>	Safe Climate/Culture and Student Behavior	<p>Selma Unified staff provided in this action include Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), and the Selma HS Activities Director. The action will include PBIS materials and supplies, PBIS framework, clubs and programs, professional development and resources to support efforts in establishing a safe climate/culture.</p> <p>Using state and local data, the LEA examined the behavior needs of EL, FY, and low-income students. A needs assessment examined the root causes of high suspension rates at the LEA and site levels for these student groups. In addition, the LEA disaggregated data to examine homeless students, low-income Asians, and low-income Hispanic students data to better inform how to support students.</p> <p>To address the following Reds on the 2023 Dashboard:</p> <p>LEA Level Suspension  All Students  FY  Low-income  Homeless  Asian  Low-Income Asian</p> <p>Indianola Elem Suspension  All Students  SED  Hispanic</p>	\$2,014,853.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Low-Income Hispanic</p> <p>Selma High Suspension EL Asian Low-income Asian</p> <p>Terry Elem Suspension All Students SED Hispanic Low-Income Hispanic</p>		
<b>2.3</b>	Student Health and Wellness	Selma will provide increased access to health services through supplemental Health Aides, LVN services, and School Nurses. This action targets English Learners, Low-Income, and Foster Youth students, aiming to reduce absenteeism resulting from inadequate health care. By deploying school healthcare personnel, we aim to provide consistent support, including record-keeping, connecting families to community health resources, supplemental services, and monitoring to ensure these students remain healthy and maintain regular attendance. The district will offer supplementary resources, such as enhanced policies and additional health support beyond mandatory services, to bolster student success among these demographics. Services provided will encompass professional development opportunities, including conference attendance, as well as supplementary books, materials, and resources.	\$1,354,019.00	Yes
<b>2.4</b>	Mental Health and Social-Emotional Learning	Selma will continue to provide Multi-Tiered System of Supports (MTSS) for mental health and social-emotional learning using evidence-based strategies. The staff working to implement this action include the Mental Health Clinicians and Lead, At-Risk Counselors, Board Certified Behavior Analyst (BCBA), and Registered Behavior Technician (RBT). Staff will receive professional learning and collaboration to improve student	\$2,683,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		dispositions for learning; District administrators, teachers, and classified staff may also receive professional learning/collaboration as part of this action. Staff will be provided with professional learning designed to assist them in providing social, emotional, and mental health interventions for students in the identified groups. Professional Learning will include topics such as Restorative Practices and Trauma-Informed Practices.		
<b>2.5</b>	Student Attendance	<p>This goal will fund Social Workers who will conduct home visits with parents of students belonging to Foster Youth, Low-Income, and English Learners. This will support students with the obstacles hindering regular school attendance. Social Workers will also provide various support services to students and families, such as interventions and crisis management. Staff will access supplemental resources/materials and supplies to help them identify evidence-based strategies and analyze attendance data. This will enable them to implement effective strategies tailored to the needs of our students.</p> <p>To address the following Reds on the 2023 Dashboard: Lincoln Middle School: Chronic Absenteeism (White)</p>	\$911,483.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Parent Outreach, Education, and Family Engagement will be provided to develop strong home-school connections.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parental engagement and support are crucial in our collaborative efforts to meet student needs and enhance student achievement. Additionally, parental involvement significantly contributes to student growth and overall well-being. Our Educational Partners strongly agree that parent engagement is vital to the success of our students and fully support providing parent training, education, and engagement to our families in order to best meet the needs of students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey - Return Rate	7% Data Year: Fall 2023 Data Source: Panorama Parent Survey			25% Data Year: Fall 2026 Data Source: Panorama Parent Survey	
3.2	Parent Survey - School Climate	63% of parents have a positive perception of the social and learning school climate in SUSD schools.  Data Year: 2023-2024 Data Source: Panorama Parent Survey			75% of parents have a positive perception of the social and learning school climate in SUSD schools.  Data Year: 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Panorama Parent Survey	
3.3	Parent Survey - School Safety	58% of parents perceive that SUSD schools are physically and psychologically safe for students.  Data Year: 2023-2024 Data Source: Panorama Parent Survey			75% of parents perceive that SUSD schools are physically and psychologically safe for students.  Data Year: 2026-2027 Data Source: Panorama Parent Survey	
3.4	Parent Engagement Opportunities	35 opportunities were provided to parents to attend SUSD parent engagement opportunities.  Data Year: 2023-2024 Data Source: Local Data			40 opportunities were provided to parents to attend SUSD parent engagement opportunities.  Data Year: 2026-2027 Data Source: Local Data	
3.5	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2023-2024 Data Source: Local Indicator Report			Full Implementation Data Year: 2026-2027 Data Source: Local Indicator Report	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Family Engagement	Selma Unified will seek parent input and promote parental participation in programs for students who are English Learners, Foster Youth, and Low-Income. In collaboration with our Parent Education Coordinator, funded partially through this action, Selma Unified will target the engaged and continuous participation of parents: We will continue to provide parent training and classes, such as Parent University, Success Together, and other parent engagement activities/committees (DELAC, PAC). These parent education and engagement opportunities, along with translation, childcare, and materials for parents who do not speak English, will help parents learn how to support their student at home and how to gain support from school sites and the District.	\$88,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Parent Communication	Selma Unified aims to enhance parent communication through the appointment of a Communications Director and the implementation of a survey platform. These efforts are crucial for fostering positive connections between parents and both the district and individual schools. This action includes printing and services related to a community newsletter to support communication with our Educational Partners as well as supplemental materials and supplies.	\$308,107.00	Yes
<b>3.3</b>	LCAP Coordination	To fulfill the goals and actions outlined in the Local Control and Accountability Plan (LCAP), LCAP Coordination will be funded to provide both written and oral translation, childcare and interpretation services, and materials and supplies for Educational Partner meetings. Funds and services will be provided to implement goals and actions intended to meet the needs of English Learners, Foster Youth, and Low Income students.	\$29,584.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	By 2027, Heartland Continuation and Selma Independent will increase the College/Career Indicator (CCI) for Socioeconomically Disadvantaged (SED) and Hispanic students by 3%, improve ELA and Math distance from standard scores by 5 points (Selma Independent) and improve the graduation rate by 3% (Selma Independent).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

<p>Selma Independent Enrollment 171(2023 Dashboard) Demographics (2023 Dashboard) SED: 82.5% EL: 21.1% FY: 0%</p> <p>Selma Independent (Reds) ELA- All Students, SED, Hispanic Math- All Students, SED, Hispanic Grad Rate- All Students, SED, Hispanic CCI- SED, Hispanic</p> <p>Needs Assessment and Data Analysis: Selma Independent conducted a thorough needs assessment, examining root causes for low College/Career Indicator (CCI) rates, graduation rates, ELA, and math performance. Data was disaggregated by student group, including Hispanic and SED students, to identify focus areas.</p> <p>As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.</p>
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Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students. As students are entering Heartland and Selma Independent, they may need these supports in addition to the academic supports. They also would like to see expanded course selection for the students.

**Targeted Interventions:** Selma Independent will implement a 7th-period class designed for targeted remedial education, credit recovery, advanced coursework, and dedicated college and career preparation sessions to address gaps in knowledge and readiness skills.

**Supplemental Programs:** Saturday School and Winter Session programs will provide extra instructional time for tutoring, credit attainment, and enrichment opportunities. These programs aim to help students catch up, reinforce core academic skills, and gain practical experience.

**Curriculum and Professional Development:** The school will enhance math and literacy proficiency through supplemental curricula, direct tutoring support, and professional development for educators. This approach includes fostering a growth mindset, positive attitudes, and tailored support to improve student outcomes across all subjects.

Heartland High  
Enrollment 62(2023 Dashboard)  
Demographics (2023 Dashboard)  
SED: 87.1%  
EL: 22.6%  
FY: 1.6%

Heartland High (Reds)  
CCI- All Students, SED, Hispanic

**Needs Assessment and Data Analysis:** We conducted an in-depth needs assessment to identify the root causes of low CCI rates at Heartland High. Disaggregated data by student group revealed very low-performance indicators for Hispanic (3.3%) and socioeconomically disadvantaged students (2.9%). Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have have struggled with behavior, as well as academics. As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.

**Challenges Faced by Target Groups:** Hispanic and SED students face unique challenges, such as limited access to high-quality educational resources and support systems and external pressures and responsibilities (e.g., work) that detract from their academic focus.

**Expanded Day Strategy:** Implement an expanded day with a 7th-period class offering intensive support and enrichment opportunities to enhance college and career readiness for all students, particularly those in the targeted groups.

Supplemental Programs: Introduce Saturday School and Winter Session to provide additional support through remediation, credit recovery, skill development, advanced coursework, and targeted interventions. These programs aim to improve student achievement, engagement, and CCI rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CCI Indicator	Heartland High All Students: 2.9% SED: 2.9% Hispanic:3.3%  Selma Independent All Students: 3.3% SED: 3.4% Hispanic:3.6%  Data Source: 2023 Dashboard			Heartland High All Students: 6% SED: 6% Hispanic:6%  Selma Independent All Students:6% SED:6% Hispanic:6%	
4.2	CAASPP ELA	Selma Independent All Students:21.43% SED: 21.43% Hispanic:20.93%  Data Source: 2023 Dashboard			Selma Independent All Students: 24% SED:24% Hispanic:24%	
4.3	CAASPP Math	Selma Independent All Students: 4.76% SED: 4.76% Hispanic: 4.65%  Data Source: 2023 Dashboard			Selma Independent All Students:7% SED:7% Hispanic:7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Graduation Rate	Selma Independent All Students: 58.3% SED: 57.6% Hispanic: 58.2%  Data Source: 2023 Dashboard			Selma Independent All Students: 60% SED: 60% Hispanic: 60%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Heartland High CCI Support	<p>To address the following Reds on the 2023 Dashboard: Heartland: All Students, SED Hispanic</p> <p>At Heartland High, the CCI Indicator for all students is very low at 2.9%. We completed a needs assessment to examine the root causes of Heartland's low CCI indicator rate. As part of the needs assessment, we disaggregated data to look at the CCI indicator by student group, specifically for Hispanic students (3.3%) and Socioeconomically Disadvantaged students (2.9%), as these student groups saw a performance indicator of very low on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: At Heartland, Hispanic and Socioeconomically Disadvantaged (SED) students face unique challenges that impede their readiness for college and careers. These challenges include limited access to high-quality educational resources and support systems crucial for academic success and career preparation. Additionally, the identified students experience higher rates of external pressures and responsibilities, such as needing to work to support their families, which detracts from their ability to focus on educational attainment and career planning.</p> <p>To address the very low performance levels on the CA School Dashboard, particularly in the CCI rates among all students, Hispanic and Socioeconomically Disadvantaged groups at Heartland, the school will implement an expanded day strategy. This will include the addition of a 7th-period class designed to offer intensive support and enrichment opportunities tailored to enhance college and career readiness. Additionally, Heartland will introduce a Saturday School program focused on remediation, credit recovery, skill development, and advanced coursework to further support student achievement and engagement. A Winter Session will also be incorporated, providing accelerated learning opportunities and targeted interventions to help close achievement gaps and boost CCI rates.</p>	\$98,945.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Selma Independent CCI & Graduation Support	<p>To address the following Reds on the 2023 Dashboard:  Selma Independent:  CCI: All Students, SED Hispanic  Graduation Rate: All Students, SED Hispanic</p> <p>At Selma Independent, the CCI Indicator for all students is very low at 3.3%. We completed a needs assessment to examine the root causes of Selma Independent's low CCI indicator rate. As part of the needs assessment, we disaggregated data to look at the CCI indicator by student group, specifically for Hispanic students (3.6%) and socioeconomically disadvantaged students (3.4%), as these student groups saw a performance indicator of very low on the 2023 Dashboard.</p> <p>At Selma Independent, the Graduation Rate Indicator for all students is very low (red) at 58.3%. We completed a needs assessment to examine the root causes of Selma Independent's low Graduation Rate indicator. As part of the needs assessment, we disaggregated data to look at the Graduation Rate indicator by student group, specifically for Hispanic students (58.3%) and socioeconomically disadvantaged students (57.6%), as these student groups saw a performance indicator of red on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: At Selma Independent, Hispanic and socioeconomically disadvantaged (SED) students struggle with college and career readiness and face lower graduation rates due to several factors. Firstly, these students lack consistent access to direct instructional support and face-to-face mentoring. Additionally, they have fewer opportunities for structured career exploration and hands-on learning experiences, essential for making informed decisions about their futures and developing relevant skills. Lastly, these students encounter significant life challenges such as financial instability or family obligations that reduce their capacity to engage fully with their studies, leading to prolonged completion times or dropouts.</p> <p>To specifically address the lowest performance levels on the CA School Dashboard in the areas of College/Career Indicator (CCI) and graduation</p>	\$156,837.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>rates among all students, including Hispanic and socioeconomically disadvantaged groups, Selma Independent will do the following:</p> <p>A 7th-period class will be designed for targeted remedial education, credit recovery, advanced coursework, and dedicated college and career preparation sessions tailored to these students' needs, addressing gaps in knowledge and readiness skills.</p> <p>Saturday School will provide extra instructional time for tutoring and credit attainment, helping students catch up and gain practical experience in a focused environment.</p> <p>The Winter Session will offer condensed courses and enrichment opportunities that reinforce core academic skills and provide career exploration opportunities. This will ensure that students are on a successful path to college and/or career readiness.</p> <p>Supplemental Tutorials will offer additional support to boost performance for the identified student groups by providing focused instruction that addresses individual learning gaps and reinforces classroom content.</p> <p>Extended Learning Opportunities beyond the regular school hours will support engagement through enrichment activities and academic remediation. These opportunities will be instrumental in allowing students to receive extra help in challenging subjects.</p>		
4.3	Selma Independent: Foundational Skills & Support	<p>To address the following Reds on the 2023 Dashboard:</p> <p>Selma Independent:            ELA: All Students, SED Hispanic            Math: All Students, SED Hispanic</p> <p>At Selma Independent, the ELA Indicator for all students is very low at 21.74%. We completed a needs assessment to examine the root causes of Selma Independent's low ELA CAASPP performance. As part of the needs assessment, we disaggregated data to look at the ELA indicator by student</p>	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>group, specifically for Hispanic students (20.93%) and socioeconomically disadvantaged students (21.43%), as these student groups saw a performance indicator of Red on the 2023 Dashboard.</p> <p>At Selma Independent, the Math Indicator for all students is very low at 4.35%. We completed a needs assessment to examine the root causes of Selma Independent's low Math CAASPP performance. As part of the needs assessment, we disaggregated data to look at the Math indicator by student group, specifically for Hispanic students (4.65%) and socioeconomically disadvantaged students (4.76%), as these student groups saw a performance indicator of Red on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: The needs assessment revealed that foundational math and reading skills are critical for the identified high school students (all students, Hispanic, SED) in grades 9-12 to improve proficiency in both English Language Arts (ELA) and Math. Strong literacy and numeracy foundations enable students to comprehend complex texts, analyze mathematical problems, and articulate their understanding effectively, leading to higher achievement across all subjects and better performance on standardized assessments.</p> <p>To specifically address the lowest performance levels on the CA School Dashboard in the areas of ELA &amp; Math among all students, including Hispanic and socioeconomically disadvantaged groups, Selma Independent will do the following:</p> <p>Supplemental math curriculum, direct student tutoring supports, and professional development will enhance the identified student group's math proficiency by cultivating a growth-oriented approach to learning mathematics. By fostering positive attitudes toward challenges and mistakes, this approach encourages resilience and persistence, which can lead to improved problem-solving skills and overall academic performance in math.</p> <p>Literacy supplemental curriculum, tutoring support, and professional development will provide targeted instruction and resources to strengthen the identified students' reading, writing, and comprehension skills. Through</p>		

Action #	Title	Description	Total Funds	Contributing
		engaging activities and tailored support, this approach will help students develop critical literacy abilities, fostering confidence and mastery that translate into better performance in English Language Arts (ELA) and other subjects.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	By 2027, Heartland High School will decrease the Suspension Rate for English Learners (ELs), Socioeconomically Disadvantaged (SED), Hispanic, and All students by 2% and STRIVE Academy will decrease the Suspension Rate for All Students by 2%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>2022-23 Heartland High School All Students: 11.5% EL: 17.6% SED: 10.6% Hispanic: 11.8%</p> <p>Target for Year 3 Outcome Heartland High School All Students: 9% EL: 16% SED:9% Hispanic: 10%</p> <p>Needs Assessment and Data Analysis: Heartland completed a needs assessment to examine the root causes of increased suspension rates. Data was disaggregated by student group, revealing high suspension rates for EL students (17.6%), Hispanic students (11.8%), SED students (10.6%), and all students (11.5%). Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have have struggled with behavior, as well as academics. As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.</p> <p>Identified Needs: The assessment found two common needs among these student groups: individualized behavior support and monitoring, as well as targeted social-emotional skills development to promote positive relationships. School supports, such as mental health/social worker support, could greatly benefit English Learners, Hispanic, Low Income, and All students to decrease suspension rates.</p>
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**Restorative and Trauma-Informed Practices:** Heartland will focus on professional development and resources for restorative practices and a greater understanding of trauma-informed practices. This aims to create more inclusive and supportive learning environments for all students, including EL, Hispanic, and SED students.

**Targeted Support Programs:** The school will implement targeted support programs that provide additional academic and emotional assistance, addressing underlying issues and building strong relationships. These approaches aim to help students thrive in school by fostering positive behavioral changes and reducing suspension rates.

2022-23  
STRIVE Academy  
All Students: 14.3%

Target for Year 3 Outcome  
STRIVE Academy  
All Students: 12%

Based on the provided information, here are four key points on how STRIVE Academy at Heartland High will address the lowest performance level (red) on the CA School Dashboard in suspension rates for the identified students:

**Needs Assessment and Data Analysis:** STRIVE Academy conducted an evaluation of internal data, continuously monitored for all students and specific subgroups, to understand the reasons behind a high suspension rate of 14.3% for at least one day. This data was used to identify focus areas for improvement. Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have struggled with behavior, as well as academics. As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.

**Identified Needs:** The needs assessment found two common needs among all student groups at STRIVE Academy: individualized behavior support and monitoring, as well as targeted social-emotional skills development to promote positive relationships.

**Restorative and Trauma-Informed Practices:** STRIVE will focus on professional development and resources for restorative practices and a greater understanding of trauma-informed practices. This approach aims to create a more inclusive and supportive learning environment for all identified students.

**Targeted Support Programs:** STRIVE will implement targeted support programs, including restorative justice practices and positive behavioral interventions, to provide additional academic and emotional assistance. These programs aim to address underlying issues, build strong relationships, and help students thrive in school.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	Heartland High School All Students: 11.5% EL: 17.6% SED: 10.6% Hispanic: 11.8%  STRIVE Academy All Students: 14.3%  Data Source: 2023 CA Dashboard			Heartland Continuation All Students: 9% EL: 16% SED:9% Hispanic: 10%  STRIVE Academy All Students: 12%  Data Source: 2023 CA Dashboard	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Heartland Behavior Supports	<p>To address the following Reds on the 2023 Dashboard: Heartland: Suspension All Students, EL, SED, Hispanic</p> <p>Suspension rates for our all-student group at Heartland High increased to 11.5%, up slightly from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for EL students (17.6%), Hispanic (11.8%), and Socioeconomically Disadvantaged students (10.6%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: 1) Individualized behavior support and monitoring and 2) Targeted social-emotional skills development promoting positive relationships.</p> <p>To address the following rates of lowest performance level on the CA School Dashboard (red) in suspension rates for All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged students: Heartland will provide additional support to monitor and support each identified student's needs, focusing on providing professional development and resources to provide restorative practices and a greater understanding of trauma-informed practices. Restorative justice practices and positive behavioral interventions will create more inclusive and supportive learning environments for all students, including English Learners (ELs), Hispanic, and Socioeconomically Disadvantaged (SED) students. These approaches focus on addressing underlying issues and building strong relationships, while targeted support programs can provide additional academic and emotional assistance to help these students thrive in school.</p>	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	STRIVE Behavior Supports	<p>STRIVE Academy, a Community Day School at Heartland High, opened during the 2022-23 school year. The academy maintains a small total enrollment to provide individualized support tailored to the unique needs of its students. Although the 2023 Dashboard did not display performance indicators due to fewer than 11 students, internal data is continuously monitored for the overall student body and specific subgroups to maintain privacy. This data is regularly reviewed to offer customized academic, social-emotional, and behavioral support. Based on an evaluation of all data, STRIVE will focus on behavior support for all students. The 2023 Dashboard indicated that 14.3% of all students at STRIVE are suspended for at least one day.</p> <p>We found two common needs among all student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.</p> <p>To address the following rates of lowest performance level on the CA School Dashboard (red) in suspension rates for the identified students, STRIVE will provide additional support to monitor and support each identified student's needs, focusing on providing professional development and resources to provide restorative practices and a greater understanding of trauma-informed practices. Restorative justice practices and positive behavioral interventions will create more inclusive and supportive learning environments for the identified students. These approaches focus on addressing underlying issues and building strong relationships, while targeted support programs can provide additional academic and emotional assistance to help these students thrive in school.</p>	\$50,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$28,877,080	\$3,840,792

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.660%	2.578%	\$1,664,001.00	47.238%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>1.2</b>	<b>Action:</b> Program Support  <b>Need:</b> As demonstrated by the CAASPP ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income, and Foster Youth students and those of their peers. This gap not only reflects a deficiency	Academic program support personnel will be provided to include frequent analysis of student data for these groups. This personnel includes Program Managers & Program Manager Assistants, Assistant Principals and the Selma High School Data/Assessment Specialist. These staff members support teachers to make instructional decisions based on data in order to increase and improve services for Low Income, English Learner, and Foster Youth students. This	1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>in academic outcomes but also highlights systemic inequities that must be addressed to ensure all students have equitable access to quality education and opportunities for success.</p> <p>A needs assessment showed the multifaceted challenges faced by English Learners, Low-Income, and Foster Youth students. It became evident that addressing these challenges requires an approach that goes beyond academic interventions. There is a need to delve deeper into data analysis, set ambitious and attainable goals, and implement targeted strategies tailored to the specific needs of these student groups.</p> <p>Educational Partners said the achievement gap could be due to socio-economic disparities, language barriers, and lack of support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>personnel is responsible for engaging, coordinating and leading the efforts for the identification of at-risk students, as well as monitoring the progress of these student subgroups.</p> <p>Program Managers, with the help of Program Manager Assistants, and Specialized/Supplemental Assistant Principals will utilize grades, local and state data, and other local data to identify students who need extra intervention and support. They will receive professional learning in the areas of reading instruction, intervention, EL instruction, data analysis, and instructional observation strategies. They will conduct frequent classroom walk-throughs and give teachers feedback about the best first instruction. They will also plan, monitor and assist in the delivery of instruction and intervention within a Multi-Tiered Systems of Support framework. Finally, they will arrange Student Success Team and Attendance meetings with parents as partners to facilitate the elimination of individual barriers to student success.</p> <p>Academic leaders, such as Program Managers, PM Assistants, Assistant Principals and the Selma High School Data/Assessment TOSA, will help our schools maintain a collective focus on school goals. They will coordinate teacher collaboration within and across teams to identify students' needs, and instructional priorities and bring individual students to the Student Success Team for review and referrals for interventions and support. They will also make sure that school-wide</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>solutions are implemented to empower and coordinate the work of teachers and school staff around shared goals.</p> <p>This action is designed to meet the unique learning needs of EL, FY, and LI students; however, because all students struggling academically will benefit, this action will be provided LEA-wide.</p>	
1.3	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> As demonstrated by the CAASPP ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group. Based on a local needs assessment, the gap reflects a deficiency in academic outcomes. It highlights systemic inequities that must be addressed to ensure all students have equitable access to quality education and opportunities for success.</p> <p>A needs assessment showed the multifaceted challenges faced by English Learners, Low-Income, and Foster Youth students. It became evident that addressing these challenges requires an approach that includes coaching and support for teachers to ensure the best first instruction and time for teachers to have planned deliberate strategies to support the identified student groups within the classroom.</p>	<p>To meet the needs of the identified student groups, we will provide Professional Learning for teachers, paraprofessionals, and administrators. It will include opportunities to focus on best instruction designed explicitly for strategies and best practices that support English Learners, Foster Youth, and Socio-Economically Disadvantaged Students. Professional development activities will also be provided specific to English Learners. This includes lesson components of designated ELD as well as use of strategies for integrated ELD, with a focus on listening, speaking, reading and writing. Strategies will focus on vocabulary development, structured productive partnering/student talk time and more.</p> <p>In addition, the LEA will have Directors of Curriculum who will collaborate to provide training during pre-service days, release-time and extra-hours for teachers, PLC and Trainings on minimum days, based on identified student needs. Training opportunities will be provided in collaboration with site and district administrative staff, and supported through partnerships with</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational Partner feedback indicates that there is a need to continue professional learning in the area of high quality first instruction and classroom interventions, especially for our students who are English Learners, Low Income and Foster Youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>consultants and coaches from outside agencies. The district will also provide classified staff and administrators with professional learning in supporting strategies to support student's academic needs. Administrative Assistants streamline professional development by handling logistical tasks like event coordination and communication, maintain records, and gather feedback to evaluate the effectiveness of training initiatives.</p> <p>This action is designed to meet the needs most associated with English Learners, Low-Income, and Foster Youth students. However, because we expect that all students will benefit from the professional development of their classroom teachers, this action is provided on an LEA-wide basis.</p>	
1.4	<p><b>Action:</b> Broad Course of Study: Bilingual Dual Language Immersion Pathway</p> <p><b>Need:</b> Eric White Elementary English learners need additional academic support compared to all students, as indicated by the ELPI. DELAC feedback suggests promoting bilingualism and cultural awareness can support EL student success.</p> <p>A needs assessment showed that more evidence-based strategies and additional materials in English and Spanish are needed to support bilingualism and cultural</p>	<p>The LEA will provide a Dual Immersion Program at Eric White Elementary. The focus for elementary students in these subgroups includes offering a Dual Immersion pathway, an evidence-based strategy for collaboratively increasing achievement for English Learner proficiency.</p> <p>The Dual immersion program is designed to foster English language acquisition among elementary-level students by creating a natural, immersive learning environment that mirrors how children naturally acquire language. This program encourages peer learning and authentic social interactions, enabling English Language Learners (ELLs) to practice English in meaningful contexts alongside native speakers. They also enhance</p>	<p>1.5 English Learners (EL)/English Learner Progress Indicator (ELPI)-percent of students making progress toward English Language proficiency</p> <p>1.12 Broad Course of Study-Dual Language Immersion</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>awareness. PAC input recommended further promotion of the DLI program to ensure the program can expand overtime. DELAC also requested continued language support for students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>cognitive development and academic skills in both languages, promoting bilingualism and biliteracy. Moreover, dual immersion nurtures cultural competence and provides long-term academic and professional advantages, preparing students for a globalized world.</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 school-wide basis.</p>	
<b>1.5</b>	<p><b>Action:</b> Broad Course of Study: AVID</p> <p><b>Need:</b> Data shows that Foster Youth, Low-Income, and English Learner students need additional support at the LEA level for ELA and Math compared to all students. In addition, the CCI indicator indicates a need to support homeless youth.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low Income students need additional support to navigate their educational journey, particularly those traditionally underrepresented in higher education, including English Language Learners (ELLs), students from low-income backgrounds, and homeless youth.</p> <p>In addition, the needs assessment revealed that English Learners, Foster Youth, and Low</p>	<p>To address this, AVID will be provided at both the middle school and high school level.</p> <p>Targeted Support and Tutoring: AVID will offer targeted support for foster youth in ELA and Math through tutoring sessions that emphasize inquiry-based learning and collaborative study groups. This method will help fill in knowledge gaps and reinforce core concepts, ensuring students can meet grade-level standards.</p> <p>Organizational and Study Skills: Foster youth often face instability that can impact their academic performance. AVID will teach organizational and study skills that are crucial for academic success in ELA and Math, helping students manage their coursework effectively.</p> <p>College and Career Readiness: AVID will support homeless students by providing resources and guidance to help them plan for their future beyond high school. This includes college application assistance, scholarship searches, and career</p>	<p>LEA Level ELA: All Students, English Learners, Foster Youth, and Low Income Math: All Students, English Learners, Foster Youth, and Low Income students CCI: All Students, English Learners, Foster Youth, and Low Income students, Homeless</p> <p>Selma High ELA: English Learners</p> <p>1.13 Broad Course of Study-AVID</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Income students' enrollment in AVID is lower than that of the overall student group.</p> <p>A look into the homeless youth data for the CCI indicator revealed a need to ensure homeless youth with college and career readiness through tailored resources and guidance, addressing the unique challenges they encounter by offering assistance with college applications, scholarship searches, and career exploration activities.</p> <p>After examining state and local English Learners, Foster Youth, and Low Income student data at the district and site levels, the LEA completed a needs assessment to identify the root causes of low performance in ELA and Math and college and career readiness for the identified student groups. The needs assessment found that additional tutoring, study skill strategies, and real-world learning experiences are needed to support the unique needs of the identified groups.</p> <p>Educational Partner input suggests increased support for English Learners, opportunities for electives/enrichment for engagement, and options to support college/career readiness, all of which can be offered through AVID.</p> <p><b>Scope:</b> LEA-wide</p>	<p>exploration activities, acknowledging the additional challenges these students face.</p> <p>At Selma High (Focusing on ELs): Language Development: AVID will support English Language Learners in developing their academic language proficiency in ELA through writing workshops, reading strategies, and speaking exercises that are integrated into the AVID elective class. Access to Rigorous Curriculum: AVID will encourage ELs to enroll in rigorous courses and provide the scaffolding necessary to succeed in these classes. The program emphasizes critical thinking, reading, and writing skills that are essential for mastering complex content in their core classes.</p> <p>This action is designed to meet the needs of English Learners, FY, the homeless, and LI; however, because it will benefit all students' academic success, it will be provided on an LEA-wide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p><b>Action:</b> Teacher Collaboration</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>Based on a local needs assessment, we discovered that implementing the K-6 embedded PLC schedule and continuing PLCs at Selma High, Abraham Lincoln Middle School, and Heartland enables educators to address proficiency gaps and provide tailored support for diverse student needs through collaborative data analysis and instructional customization. Educational partners stressed the continual need for Professional Learning Communities (PLCs) where teachers collaborate to support their work. This collaboration aims to improve student learning outcomes and advance equity, particularly by addressing the specific challenges encountered by English Learners, Foster Youth, and Low-Income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maintaining the K-6 embedded PLC schedule ensures consistent instruction delivery for the identified students. This can only be made possible by certified physical education personnel supported by resources like materials, substitutes, and travel time. Across Selma High, Abraham Lincoln Middle School, and Heartland, PLCs continue their vital work, targeting proficiency gaps and tailoring instruction to uplift the identified students through collaborative data analysis and customized strategies.</p> <p>Our Professional Learning Communities (PLCs) are devising strategies to tackle proficiency gaps across all grade levels, especially in providing support for our most impacted subgroups. Teacher collaboration opportunities empower staff to analyze data and customize instruction, providing diverse strategies to assist struggling students according to their needs. Efficient collaboration, incorporating formative assessment data within the PLC framework, will aid the District in fine-tuning instruction and enhancing the number of students identified as proficient on local and state assessments.</p> <p>PLCs offer the time needed for ongoing professional learning opportunities, where teachers learn from teachers and have built in time for collaboration with administrators. By participating in collaborative learning experiences, educators can deepen their understanding of the unique challenges faced by English Learners, Foster Youth, and Low-Income students and gain</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>new insights into effective instructional approaches that promote their success.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.8	<p><b>Action:</b> Supplemental Materials and Services</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>Based on a local needs assessment, Selma created a list of approved expenses to ensure expenditures align with the needs identified during a root cause analysis and are designed to meet the needs most associated with English Learners, Foster Youth, and Low Income Students. District Administrators will collaborate with the sites to monitor all actions and expenditures to ensure staff addresses the learning gaps of the above listed student groups at their school sites. Tailoring resources to these specific student needs (EL, FY, LI) at each school site can be essential in promoting their academic success.</p>	<p>This action addresses the needs of English Learners, Foster Youth, and Low-Income students by helping students gain access to educational resources and experiences that they may not have otherwise. By offering specific supplemental materials and services, we aim to narrow the achievement gap and ultimately boost academic performance for students in our identified subgroups. By allocating additional funding for instructional support at each school site, we can meet the needs of Low-Income, Foster Youth, and English Learner students by supplementing core materials. The resources provided will offer additional opportunities for identified students to engage in various learning approaches, such as hands-on, cooperative, extended, project-based, and blended learning, fostering collaboration, communication, and enhanced social skills.</p> <p>Students will also benefit from educational experiences and field trips. Educational field trips offer hands-on learning experiences that can enhance understanding and engagement for all students, including those with diverse backgrounds. English Learners may benefit from immersive language experiences, while Foster Youth and Low-Income students can gain access</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>Feedback from Educational Partners indicates the importance of engaging students in their learning and providing the necessary tools to ensure their success. Recommendations included technology, field trips, supplemental classroom materials and supplies.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to educational resources and experiences. Field trips provide opportunities for real-world connections to classroom learning and provide for student engagement in learning. For English Learners, Foster Youth, and Low Income students, these opportunities hold significant value, especially considering their potential limited access to educational resources beyond the classroom.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.9	<p><b>Action:</b> Career Technical Education</p> <p><b>Need:</b> According to the latest Career Technical Education (CTE) pathway completion data, English Learners, low-income students, and Foster Youth are completing CTE pathways at a lower rate than the overall student population. Progress has been made in this area, but we continue to see the need for growth based on Educational Partner feedback and the data.</p> <p>Educational partners highlighted the importance of expanding Career Technical Education (CTE) courses and elective offerings to ensure students have diverse career options. Despite progress, there remains a gap between student subgroups</p>	<p>Career technical educational (CTE) courses can provide significant support to English Learners (ELs), Foster Youth, and Low-Income students. Often, CTE courses provide real-world learning experiences that provide for hands-on learning, providing for more engagement, which is a great support for students who struggle with traditional academic approaches. Hands-on educational experience can motivate students to succeed and connect with the educational learning at hand.</p> <p>English learners, low-income students, and foster students can sometimes face barriers to higher education and careers, so CTE courses provide a path for students to learn about interests early on to support entering the workforce or gaining motivation for higher education. Skills that are learned in these types of courses can support the identified students with additional employment opportunities. Additionally, in Selma, we have 50</p>	1.9 CTE Pathway Completion Rate (all students, EL, FY, LI)

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	<p>and the student body. An internal needs assessment emphasized the need for increased support from School Counselors in areas such as scholarships, application completion, course selection, and ongoing guidance for college and career pathways. Local and state assessment data validates the role of School Counselors in providing essential support to English Learners, Foster Youth, and Low-Income students in choosing courses aligned with their future career goals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>paid internships under the umbrella of CTE and other community connections, so CTE can provide financial assistance/stipends, which can support students facing financial burdens.</p> <p>In addition, our High School Counselors will support career exploration and coursework offered at the high school; we believe this will support EL, FY, and LI students' interest in CTE pathways and ultimately increase the pathway completion rate for these students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.10	<p><b>Action:</b> Libraries</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>An analysis of both state and local data shows a need to continue to support literacy. We evaluated the accessibility, resources, and support provided by libraries to ensure we are effectively supporting language acquisition, educational enrichment, and literacy development for these groups. By assessing</p>	<p>This action is designed to ensure that School libraries will support English Learners, Foster Youth, and Low-income students by bridging the gap between their resources and the resources they need to succeed in school. Library staff and resources will be provided to the identified students in the library, including Information and Digital Literacy, research, critical thinking, communication, and collaboration. Libraries will support creativity and innovation by providing engaging activities, hands-on projects, and collaborative learning experiences with the identified peers and involved staff. Library staff will be trained and participate in PLCs to ensure adequate student support with literacy skills and technology based on the unique needs of each student group. The identified student groups will have increased access to the librarian and support</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>the availability of culturally relevant materials and language land-earning resources, this evaluation identified the need to better promote literacy and 21st-century learning skills for the identified student groups.</p> <p>Educational Partners requested additional reading services for the high school level and encouraged students to read hardcopy books that can be borrowed from the library rather than read online. Students expressed the need for a place that can provide lunchtime and after-school support and reading programs with incentives.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to learn and better access to 21st-century skills and resources.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.11	<p><b>Action:</b> Visual and Performing Arts</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that integrating Visual and Performing Arts (VAPA) into the curriculum can enhance ELA and math achievement for Low-Income English Learners by providing opportunities for students to</p>	<p>Selma Unified will continue to support Visual and Performing Arts, enhancing the quality of our programs by funding VAPA staff at all elementary, middle, and high school levels. Departments include programs under visual and performing arts, such as vocal and instrumental music, performing and visual arts, drama, Folkloric Dancing, and CareerTechnical Education (CTE) courses like digital and multimedia arts. This includes funding for materials and supplies/equipment to run programs, including possible services for acquiring costumes, concert attire, instrument service, and materials to increase access for identified students to participate in VAPA activities during and after school hours. This action includes extra time for</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI)</p> <p>1.11 Broad Course of Study-VAPA Educational Partner Feedback</p>

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	<p>engage in creativity, critical thinking, problem-solving, social-emotional development, academic engagement, and language development. Feedback from educational partners and students underscores the demand for expanded VAPA offerings, indicating a clear need to leverage arts education to support these student populations' academic, social, and emotional needs and narrow the achievement disparity. Local input highlights that VAPA provides artistic expression and exploration opportunities, thus empowering students to succeed academically and thrive in all areas of their lives.</p> <p>Educational Partners indicated the ongoing support of visual and performing arts, including adding additional elective course options. Students expressed an interest in increasing public acknowledgments for the arts to appeal to peers and to highlight VAPA's successes more frequently. Visual and Performing Arts education supports the academic, social, and emotional needs of English Learners, Foster Youth, and Low-Income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>staff and release time for teacher professional development. Furthermore, this action supports arts programs by providing updated technology and equipment to enhance instruction and learning experiences.</p> <p>To support ELA and math achievement, Selma is working to integrate arts into the curriculum by incorporating visual and performing arts activities that promote creativity and critical thinking skills. Additionally, we will allocate resources for professional development to equip teachers with effective strategies for integrating arts into ELA and math instruction, ensuring inclusive access and engagement for diverse learners.</p> <p>This VAPA action addresses the need by providing opportunities for students to engage in creativity, critical thinking, problem-solving, social-emotional development, academic engagement, and language development. Local data shows that students who enroll in Visual and Performing Arts (VAPA) courses demonstrate improved verbal, reading, and math skills and an improved ability for higher-level thinking, analysis, and problem-solving. We will offer a high-quality VAPA program to support students in pursuing higher education, engaging in civic activities, and positively contributing to their communities, as VAPA supports these areas. Additionally, research indicates that the arts can aid in second language development and enhance comprehension and expression for English Learners. Visual and Performing Arts significantly impact English Learners and low-income and Foster Youth</p>	

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		<p>students by reducing barriers to the student educational journey and dramatically benefiting students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.12	<p><b>Action:</b> Educational/Information Technology</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>As demonstrated by Educational Partner feedback, maintaining technology is a priority to support current and future learning environments. Students and other Educational Partners especially shared this concern.</p> <p>A needs assessment revealed that access to technology resources is especially pertinent to underserved students, such as English Learners, Foster Youth, and Low-income students, to provide access to our district's full range of educational resources. This includes online supplemental textbooks and platforms, educational websites, and multimedia</p>	<p>School technology is critical in providing equitable educational opportunities for Foster Youth, English Learners, and Low-Income students to support academic success. Research-based adaptive learning software and online tutoring platforms will provide targeted instruction and support for the identified students who may require additional assistance in specific subjects or language acquisition. For English learners, technology will be a valuable tool for language development. Research-based language learning software, interactive games, and multimedia resources will help reinforce language skills and provide opportunities for language practice outside the classroom. Local data suggests that technology and online platforms will make learning more enjoyable and accessible for the identified students. This will enhance engagement and aid in information retention. Implementing technology at school sites facilitates efficient data monitoring for assessments and surveys given digitally.</p> <p>Technology tools like laptops, tablets, and digital display screens provide identified students with access to current learning programs and applications. Most of our curriculum, instructional</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>materials. Providing equity and access to technology support bridging the digital divide.</p> <p><b>Scope:</b> LEA-wide</p>	<p>materials, and assessment tools are now available online for both students and staff. Furthermore, technology plays a vital role in attendance monitoring, parent communication, and virtual conferencing applications.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.13	<p><b>Action:</b> Strategic Academic Intervention</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low-Income students need additional support, as demonstrated in CAASPP and local assessments. Local data shows that tailoring resources to these specific student needs (EL, FY, LI) at each school site can be essential in promoting their academic success.</p> <p>Feedback from our Educational Partners highlights the need for expanded academic intervention and enrichment opportunities to support these students in progressing towards</p>	<p>Strategic academic intervention supports English Learners, Low-Income, and Foster Youth by providing targeted assistance with Reading and Math intervention teachers to address their specific needs and challenges. Intervention teachers bridge learning gaps and provide remediation for literacy and math to accelerate learning. This includes providing targeted language support and development of academic vocabulary necessary for students to access core instruction. Additionally, academic interventions allow for alternative instructional methods or additional time to grasp academic concepts.</p> <p>Early learning programs provide crucial support for English Learners, Low-Income, and Foster Youth by fostering language acquisition, cognitive development, and socio-emotional skills at a critical stage of their growth. These programs in Selma will offer tailored interventions to address diverse needs, ensuring equitable access to educational opportunities and laying a strong foundation for academic success and social integration. Research consistently demonstrates</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>grade-level outcomes. In addition, our educational partners stated that having a focus on quality early learning programs (UPK) could benefit our students long term, into the secondary years, because it gives students a strong foundation.</p> <p><b>Scope:</b> LEA-wide</p>	<p>that early intervention yields long-term benefits, narrowing achievement gaps and empowering disadvantaged youth to thrive in school and beyond.</p> <p>Credit Recovery Teachers provide the identified students with additional support and time to see classes to completion to meet credit requirements for graduation. Bilingual instructional aides supplement classroom instruction, providing another adult in the classroom for additional language support, especially for students who are at the emerging language level. Our BIAs contribute greatly to improving services for English learners, supporting language goals, and monitoring progress in collaboration with the classroom teacher.</p> <p>These programs offer extra support and interventions for English learners, low-income students, and foster students. By extending support, English Learners, Low-Income students, and Foster Youth will have continued access to targeted interventions and academic support, mitigating the impact of learning loss and providing opportunities for skill development and remediation. These programs offer a structured environment where students can receive personalized instruction, benefit from additional resources, and engage in enrichment activities, ultimately fostering their academic growth and addressing disparities in educational outcomes.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it</p>	

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		will benefit all students' academic success, it will be provided on a LEA-wide basis.	
1.14	<p><b>Action:</b> Services for English Learners/LTEL</p> <p><b>Need:</b> District assessments and ELPAC test scores reveal that both English Learners (ELs) and Long-Term English Learners (LTELs) are facing academic challenges. Furthermore, CAASPP and local ELA and Math scores highlight a clear achievement gap between the performance of English Learners and LTELs compared to the overall student population.</p> <p>A needs assessment reveals the critical need to enhance academic growth among English Learners (ELs) is through targeted interventions, personalized support, and culturally responsive teaching practices. By identifying gaps in language acquisition, access to resources, and instructional strategies, this assessment highlighted the need to provide comprehensive strategies to empower ELs academically.</p> <p>A needs assessment underscores the importance of addressing the academic growth of Long-Term English Learners (LTELs) by implementing targeted interventions, differentiated instruction, and intensive language support. Identifying gaps in language proficiency, academic achievement, and socio-emotional development is essential to develop</p>	<p>To support the unique academic needs of English Learners, the Newcomer Support Teacher will offer personalized assistance to new students, including in-class support, family connections to community and school resources, and collaboration with classroom teachers to tailor strategies and lessons for Newcomer and English Learners students.</p> <p>Additionally, Curriculum Directors will facilitate district-wide professional learning initiatives focusing on designated and integrated English Language Development (ELD), ELD lesson components, and research-based strategies to support English Learners while also analyzing data to identify and address the specific needs at school sites.</p> <p>Curriculum Directors will facilitate Professional development (PD) sessions tailored to support the unique needs of Long-Term English Learners (LTELs). This will focus on integrating research-based strategies for language development, academic literacy, and socio-emotional support. These sessions would incorporate data analysis to identify specific areas of need, provide opportunities for collaboration among educators, and emphasize culturally responsive practices to ensure effective instruction and equitable outcomes for LTELs.</p>	<p>1.15 ELPI, 1.17 LTEL 1.18, 1.19 Local Assessments (all students, EL) 1.1-1.4 ELA and Math CAASPP (all students, EL, LTEL) Educational Partner Feedback</p>

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	<p>tailored strategies to close the achievement gap and foster academic success for LTELs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Furthermore, the District facilitates collaborative efforts to evaluate the effectiveness of services provided to English Learners and LTELs through data analysis, ensuring appropriate support based on language level and needs, including Newcomer Support through Reclassification. Professional learning opportunities span departments to ensure coherence in services and programs.</p> <p>Academic programming for English Learners (ELs) will involve designated English Language Development (ELD) sessions, customized to each student's language proficiency. These sessions will concentrate on improving listening, speaking, reading, and writing skills. Additionally, Integrated ELD will be embedded into subject-based lessons, 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>The academic program for Long-Term English Learners (LTELs) will offer designated and integrated English Language Development (ELD). Academic language support and literacy skills supports will aid in the understanding of subject matter. Teachers will ensure that students have the necessary background knowledge and vocabulary to engage with grade-level material effectively. Small group instruction, individualized instruction, and additional interventions may also</p>	

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		<p>be utilized to support progress towards reclassification.</p> <p>This action is designed to meet the needs of English Learners &amp; LTELs; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
<b>1.15</b>	<p><b>Action:</b> Assessment for Learning</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low-Income students need timely intervention and support. Data from specific student groups, such as English Learners, Foster Youth, and Low-Income students, must be disaggregated to identify trends, evaluate programs, monitor progress, and pinpoint individuals needing intervention and support.</p> <p>Educational Partner feedback included multiple suggestions for enhancing our methods of identifying and supporting students needing intervention. This was a high priority as our partners recognized the need to</p>	<p>The Data/Assessment TOSA will collaborate with District and Site staff to implement local assessments and utilize our online District Data and Assessment systems to organize data effectively. Timely and accurate information about our Foster Youth, Low-Income students, and English Learners is essential for making informed decisions about their learning, understanding the factors influencing it, and determining appropriate educational interventions and support. The Data/Assessment TOSA will provide professional development and additional resources/supplies to empower school staff to make well-informed decisions about implementing targeted strategies to benefit the identified student groups.</p> <p>This action is designed to meet the needs of English Learners, Foster Youth, and Low Income; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>improve how we identify and serve at-risk students.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.16</b>	<p><b>Action:</b> Intensive Academic Intervention</p> <p><b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group. This demonstrates the need for interventions and support for the identified student groups.</p> <p>A needs assessment revealed the need for an academic Multitiered System of Support (MTSS) framework for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This framework provides a systematic approach to identifying and addressing individual student needs through targeted interventions, differentiated instruction, and ongoing progress monitoring, ensuring equitable access to quality education and supporting the academic success of these vulnerable student populations. Educational Partners continue to stress the need for interventions and tutorials to support struggling students.</p>	<p>The Chief Academic Officer will oversee the academic program, ensuring the implementation of Multitiered Systems of support, including overseeing academic programs and interventions. The MTSS Program Manager will support the implementation of a Multi-Tiered System of Supports (MTSS) to provide tailored remediation and intervention for Low-Income students, Foster Youth, and English Learners requiring Tier 2 &amp; 3 assistance. Additional staff, including school psychologists, interns, and aides, will assist school sites, teachers, and case managers through the Student Study Team process. This initiative aims to enhance access to interventions and best practices, enabling identified students to address learning needs promptly.</p> <p>These supplemental staff members, along with supplementary curriculum, will engage in problem-solving, data evaluation, communication, collaboration, capacity building, and leadership support at Tier 2 and 3 school sites. Supplemental School psychologists will advocate for and participate in MTSS implementation, assisting in evidence-based curriculum and intervention selection, administering reliable screening and progress monitoring tools, and ensuring fidelity of implementation for identified students. Additionally,</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<b>Scope:</b> LEA-wide	<p>each site has analyzed performance data of students, ensuring that Tier 2 and 3 identified students receive timely instruction. We continue to progress monitor students receiving intensive intervention to provide appropriate services to meet the needs of the students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.17	<b>Action:</b> Summer School  <b>Need:</b> As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.  A local needs assessment identified that academic progress is impeded with summer break when EL, FY, and LI students are away from school, causing a dip in the academic progress made for the school year. Student groups, such as English Learners, Foster Youth, and Low-Income students, are even more impacted by this time away from school due to disparities between these subgroups and the All Student group, as demonstrated by local and state assessment performance. Because extra learning time and interventions	This action addresses the loss of academic skills and knowledge that can occur over the summer break, helping the identified students to retain information learned over the course of the year. Summer school mitigates the effects of this loss. English Learners benefit from additional language instruction and academic gaps for Foster Youth and Low Income students can be addressed by reteaching foundational skills for math, reading and more to help overcome barriers they may be facing. Summer School and the Extended Learning program offer enrichment opportunities, such as fieldtrips, assemblies, art activities and more to provide experiences that our subgroups may not otherwise have during the regular school year or due to financial burdens in the home. For students pursuing original credit, EL, FY, and LI students may be able to benefit from taking a CTE course or elective course during the regular school year to explore college and career options for the future. By addressing the unique needs of English Learners, Low Income, and Foster Youth students, summer school plays a vital role in promoting	1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input

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	<p>can better maintain or accelerate learning, Summer School and additional academic time greatly support the narrowing of the achievement gap. This opportunity also can provide original credit for those courses offered. Additionally, offering enrichment after the Summer School day through programs provides for engagement and enhancing the Summer learning experience.</p> <p>Educational Partner feedback included suggestions to keep intervention and tutorial supports as a high priority.</p> <p><b>Scope:</b> LEA-wide</p>	<p>educational equity and ensuring all students can succeed academically.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
2.1	<p><b>Action:</b> Student Services</p> <p><b>Need:</b> Low-income, Foster Youth, Homeless and English Learners are disproportionately affected by high suspension and chronic absenteeism rates, indicating a critical need for a focus on coordinating and standardizing student support services across Selma Unified School District. Consistency in policies and procedures related to student welfare, behavior management and crisis intervention district-wide is needed.</p> <p>Based on a local needs assessment, this population requires a comprehensive</p>	<p>The Student Services department staff will provide direct service to Low-income, Foster Youth, Homeless and English Learners students facing homelessness. Building strong home-school connections and increasing access to community resources will help families understand the importance of and support improved attendance and stabilize student enrollment wherever possible.</p> <p>The Student and Community Services department staff, which includes the Director of Student Services, Student Services Administrative Assistant and District Home School Liaison, will be actively involved in attendance programs, health referrals, mental health referrals, and related school and community services. Helping families</p>	<p>2.1 Suspension Rates (All Students, EL, FY, LI, Homeless) 2.2 Expulsion Rate, 2.6 Attendance Rate, 2.7 Chronic Absenteeism Rate (All Students, EL, FY, LI, Homeless), 2.8 Student Survey - Sense of Student Safety</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>approach that includes professional development for educators on inclusive, trauma-informed strategies and the implementation of restorative justice practices to ensure equitable educational opportunities and outcomes, especially for our students who are Low income, Foster Youth, Homeless and English Learners.</p> <p>Feedback from educational partners during LCAP input meetings and surveys continue to indicate the need for counseling for students struggling with mental health and implementing programs to address bullying and promotes positive social interactions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to remove barriers to attendance and stable enrollment will increase school stability and improve attendance. Staff related to this action will be provided with professional development opportunities and resources to assist them in improving student attendance, including suspension/expulsions, and strengthening family and community involvement.</p> <p>These services are primarily directed towards Low-income, Foster Youth, Homeless and English Learners in need of support for improved attendance rates and school stability, however because this will result in improvements for all students, we will provide this action on a district-wide basis.</p>	
2.2	<p><b>Action:</b> Safe Climate/Culture and Student Behavior</p> <p><b>Need:</b> Low-income, Foster Youth and English Learners are disproportionately affected by high suspension rates. An additional deep dive into data looked at homeless, low-income Hispanic, and low-income Asian student data. 76% of Asian students are low-income. 91% of Hispanic students are low-income.</p> <p>A needs assessment indicated a critical need for targeted interventions that address</p>	<p>To meet this need, the LEA will provide the following support: PBIS framework and club programs, Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSO) and training and resources.</p> <p>At the LEA level, the Positive Behavioral Interventions and Supports (PBIS) framework is designed to specifically address the needs of low-income, English Learners (EL), and Foster Youth (FY) students, incorporating culturally responsive practices and trauma-informed approaches. This framework will be implemented across schools like Indianola Elementary, Selma High, and Terry</p>	2.2-Suspension Rates, 2.9-Sense of Belonging English Learners, Foster Youth, Low Income, Low Income-Asian, Low Income-Hispanic, All Students, Asian, Hispanic, homeless

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>behavioral issues through supportive, culturally responsive practices rather than punitive measures. These unique populations require a comprehensive approach that includes professional development for educators on inclusive, trauma-informed strategies and the implementation of restorative justice practices to ensure equitable educational opportunities and outcomes. In addition, sites such as Indianola Elem, Terry Elem, and Selma High need additional behavioral support to ensure culturally responsive practices are in place for the identified student groups and to ensure these students have a caring adult on campus.</p> <p>Feedback from educational partners indicated that parents and community members articulated the need for utilizing a PBIS framework, which can support reduction of suspensions rates for Low income, Foster Youth, homeless, low-income Hispanic, low-income Asian and English Learners. They requested support for behavioral and social emotional needs. Students also requested support of a postive school climate and culture and mental health supports for anxiety, stress, and motivation.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Elementary, providing consistent guidelines and strategies to promote positive behavior and create a supportive school climate. Staff will receive professional development and resources to support efforts in establishing a safe climate/culture. Club programs focusing on diverse interests and cultural enrichment will also be established within each school to offer additional support and engagement opportunities for these student populations, fostering a sense of belonging and reinforcing positive behaviors.</p> <p>This implementation includes systematic behavior systems and Tier 2 and 3 positive behavior interventions for Low-income, Foster Youth, and English Learners to support behavior for those who need extra support. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occur is focused on creating and sustaining school environments that improve lifestyle results for low-income English Learners and Foster Youth students through uniformly implemented strategies, student incentives, and alternatives to suspension and culturally appropriate interventions.</p> <p>The action will entail allocating resources for PBIS supplies and instructional materials to meet the specific needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, ensuring culturally responsive and inclusive visual aids. These materials will reinforce positive behaviors and provide targeted support and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>representation for marginalized student populations, fostering a more supportive and equitable school environment.</p> <p>In addition, sites such as Indianola Elementary and Terry Elementary will incorporate data monitoring and the Check-In/Check-Out Intervention, often called CICO, as a Tier 2 intervention to promote positive behavior to ensure the low-income and low-income Hispanic students are connected to a caring adult on campus.</p> <p>The Selma High School Activities Director will support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students by implementing culturally inclusive extracurricular activities and mentorship programs that provide a sense of belonging and connection to the school community. By fostering positive relationships, providing academic and social support, and offering alternatives to suspension through engaging in activities, the Activities Director will help reduce suspension rates and promote a supportive environment for all students.</p> <p>This action provides the support needed to improve behavior support for English Learners, low-income, homeless, Foster Youth, low-income Asian, and Low-Income Hispanic students. However, because we expect Asian, Hispanic, and all students below proficiency to benefit, this action is provided on an LEA-wide basis.</p>	
<b>2.3</b>	<b>Action:</b> Student Health and Wellness	The District is implementing on-site health services, community referrals, and health	2.7 Chronic Absenteeism (all students, EL, FY, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Selma Unified has been actively striving to enhance health services for students, particularly those who are English Learners, Foster Youth, and Low-Income. Feedback from educational partners indicates a need for ongoing interventions and supports, which includes health and overall wellness, especially for Low-Income, English Learners, and Foster Youth students. These factors directly impact attendance and warrants additional supports.</p> <p>Additionally, Selma's Chronic Absenteeism rate for English Learners, Low-Income and Foster Youth is high, as revealed by data from the California Dashboard. Furthermore, Foster Youth often face disruptions in their schooling.</p> <p>A local needs assessment underscores the critical gap in access to medical professionals, which can result in increased absences due to illness among English Learners, Low-Income and Foster Youth students. Research underscores that childhood poverty is linked to developmental delays, toxic stress, chronic illness, and nutritional deficiencies. Compounding these challenges is the limited availability of widespread healthcare services in Selma, especially for students lacking health insurance, further reducing access to essential healthcare for students.</p>	<p>monitoring at schools to support English Learners, Foster Youth and Low-Income students in overcoming attendance barriers related to health and wellness. Staff will receive training to provide healthcare referrals, assist parents, emphasize attendance importance, and tailor health interventions. By expanding these services district-wide, staff will have more opportunities to engage with students, leading to increased health interventions and support. While the focus is on Foster Youth and Low-Income students, all students benefit, as shown by local data indicating improved attendance with increased health support.</p> <p>Staff will receive specialized professional development to improve their ability to provide healthcare referrals, assist parents in managing student health, stress the importance of regular attendance, and implement tailored health interventions. This expansion allows health staff to engage with students during the school day, providing information, advocacy, and referrals as required, thereby enhancing support for English Learners, Low-Income, and Foster Youth students.</p> <p>While the primary focus of this action is on meeting the needs of English Learners, Low-Income and Foster Youth students, the benefits extend to all students within the district. Therefore, the action is provided LEA-wide to ensure that all students can benefit. Foster Youth and Low-Income students stand to gain the most from this initiative due to the heightened monitoring and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	attention to their specific wellness and health needs.	
<b>2.4</b>	<p><b>Action:</b> Mental Health and Social-Emotional Learning</p> <p><b>Need:</b> Low-income, Foster Youth and English Learners are disproportionately affected by high chronic absenteeism rates across the district.</p> <p>Educational Partners and a local needs assessment has indicated the need to implement a multifaceted approach in this area to improve the educational experience, focusing on both academic supports and the overall well-being and motivation for students. Additionally, there was input on focusing on the whole child, academically and behaviorally/social emotionally. Based on the number of mental health referrals, requests for walk-in support, at-risk assessments, and threat assessments, we continue to need mental health support services for Foster Youth, Low Income, and English Learner students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To address this ongoing need, Selma will continue to provide mental health services for our English Learners, Foster Youth, and Low-Income students. We will utilize multiple data measures to evaluate student mental health and social-emotional learning. Additionally, we will continue to use student surveys to analyze data and monitor progress.</p> <p>Addressing the comprehensive needs of students is crucial for improving academic performance. Implementing tiered supports for mental health and social-emotional learning across the district can effectively cater to individual student needs. Our data reveals that many Foster Youth, Low-income students, and English Learners require additional support to overcome obstacles to succeed in school. By providing these services alongside supplemental academic support, especially for English Learners, low-income students, and foster youth, the district can target specific social/emotional and academic needs expressed by students in these subgroups. These services will enhance school connectedness and students' sense of belonging, thereby facilitating better access to instruction for these students.</p> <p>We will continue to use these evidence-based strategies and supports for students to feel safe, connected, and actively engaged in learning. We will use student surveys to continue monitoring</p>	2.9 Student Survey-Sense of Belonging, 2.10 Mental Health Referrals 2.6 Attendance, 2.7 Chronic Absenteeism ( all students, EL, FY, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>student sense of belonging and other questions related to student perception.</p> <p>This action provides the support needed to meet the needs of Foster Youth, Low Income, and English Learners. Because All Students can benefit from this action, it will be provided on an LEA-wide basis.</p>	
<b>2.5</b>	<p><b>Action:</b> Student Attendance</p> <p><b>Need:</b> Low-income, Foster Youth and English Learners are disproportionately affected by high chronic absenteeism rates across the district.</p> <p>The 2023 Dashboard data caused us to do a deeper dive into data looked at chronically absent low-income white students chronically absent data at Abraham Lincoln Middle School. 78% of white students are identified as Low Income districtwide. At Abraham Lincoln Middle School, 81% white students are identified as Low Income.</p> <p>A local needs assessment revealed that English Learners, Low-income and Foster Youth students often face multiple barriers that impact school attendance, including unstable living situations, lack of caregiving or employment, and mental health challenges. The lack of support systems and academic struggles can also contribute to their</p>	<p>Social workers will access supplemental resources/materials and supplies to help them identify evidence-based strategies and analyze attendance data. Initiatives such as parent education through home visits, collaboration, and conferences will improve attendance rates.</p> <p>Social workers will call parents and make personal connections to improve the identified student attendance. They will make referrals to community agencies that can provide needed medical services, food and clothing resources, and school programs such as before/after school programs, nutrition, and transportation services so that students can attend school more regularly.</p> <p>Implementing effective strategies for increasing regular attendance for low-income students, Foster Youth, and English learners, especially for our foster youth, will result in higher attendance.</p> <p>At Lincoln Middle School: We will increase the involvement of social workers support in implementing Check-In, Check-Out (CICO) to help reduce chronic absenteeism by providing personalized support and interventions to</p>	<p>2.6 Attendance, 2.7 Chronic Absenteeism ( all students, EL, FY, LI) Lincoln Middle School: Chronic Absenteeism (LI White, White)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disengagement from school. These factors collectively lead to chronic absenteeism among these student populations.</p> <p>A site-level needs assessment revealed that our low-income whites are chronically absent at Abraham Lincoln Middle School due to a lack of a system to ensure the identified students had a caring adult on campus who was tracking their attendance.</p> <p>During LCAP forums, certificated staff noted that we need to continue providing parent education on the importance of attendance. Students also stated a desire for recognition of positive behaviors, verbal praise/acknowledgement and incentives for positive outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students, addressing underlying factors contributing to absenteeism, and fostering a sense of belonging and accountability within the school community.</p> <p>This action is designed to meet the needs most associated with Low-Income English Learners and Foster Youth students. However, because we expect all students and all white students to benefit from this action, it will be provided LEA-wide.</p>	
3.1	<p><b>Action:</b> Parent and Family Engagement</p> <p><b>Need:</b> Based on feedback from parent surveys, community forums, and parent meetings, it's clear that parents and staff express a desire for ongoing opportunities to engage in educational activities aimed at enhancing their understanding and abilities within educational programs. The majority of input from parents, which consists of feedback mostly from Low</p>	<p>The district has forged partnerships with local agencies and parent groups to provide parent training sessions that will boost parent engagement, with a special focus on the needs of Foster Youth, Low-income students, and English Learners. These collaborations aim to strengthen the home-school connection and tailor services to support these student groups effectively.</p> <p>Recognizing the pivotal role of parental involvement in student success, particularly among these demographics, the district is</p>	3.4 Parent Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Income students, states that parents would greatly benefit from further support, engagement, and education in order to support students. Our DELAC advocates for further support of the needs of English Learners and their families for increased family education and engagement. Parents also requested improved communication regarding available resources. Our classified staff expressed a desire to provide more support for parents to complete Fall registration paperwork. Particularly, there's a focus on supporting parents and families of Foster Youth, Low-income students, and English Learners in accessing these resources.</p> <p><b>Scope:</b> LEA-wide</p>	<p>committed to narrowing the achievement gap. Research underscores the positive impact of active parental support, access to school information, and improved communication on academic outcomes. Meaningful involvement for parents of these students involves community engagement, academic support, and navigating the school system. The district also plans to equip them with technology skills for monitoring student progress and communication. Offering engagement opportunities in various formats will increase overall parental involvement, with specific activities tailored to groups like Foster Parents or bilingual families. Ultimately, increased parent participation is expected to foster academic growth for all students.</p> <p>This action is designed to meet the needs most associated with Low-Income, English Learner, and Foster Youth students. However, because we expect all students to benefit from active Parent Engagement and Education, this action is provided on an LEA-wide basis.</p>	
3.2	<p><b>Action:</b> Parent Communication</p> <p><b>Need:</b> In reviewing feedback from our educational partners, it was clear that they want increased communication from the district. In addition, educational partners seek more ways to be able to share their input on how schools support English learners, low-income and foster youth students. The majority of input</p>	<p>Selma Unified has a need to streamline communication efforts between the district and its educational partners. A communications director would ensure consistent messaging, enhance transparency, and foster positive relationships with parents, students, staff, and the wider community. This role ensures that information regarding district policies, programs, and events is efficiently disseminated to parents, students, staff, and the wider community.</p>	<p>3.1, 3.2 &amp; 3.3 Parent Survey - Return Rate, School Climate &amp; School Safety</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>from parents, which consists of feedback mostly from families of Low Income students, states that parents would greatly benefit from further support, engagement, and education in order to support students. Improved communication on how families can access programs, services, and more would greatly benefit families of English Learners, Foster Youth, and Low Income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Additionally, implementing survey platforms would enable the district to gather valuable feedback from educational partners, such as parents, to better understand their needs, preferences, and concerns. The data from these platforms can then be used to inform decision-making processes, improve services, and tailor communication strategies to better meet the needs of the community.</p> <p>Overall, both initiatives are essential for promoting engagement, transparency, and collaboration within Selma Unified.</p> <p>This action is designed to meet the needs most associated with low-income, EL, and FY students. However, because we expect that all students will benefit from improved communication, this action is provided on an LEA-wide basis.</p>	
3.3	<p><b>Action:</b> LCAP Coordination</p> <p><b>Need:</b> Educational Partner input indicates the need for Selma Unified to continue to provide parents with support to engage in school services, for example, providing translation services, materials and supplies for attending school events, increased parent involvement at the high school level, and more. Based on feedback from parent surveys, community forums, and parent meetings, it's clear that parents and staff express a desire for ongoing parent opportunities to engage in educational</p>	<p>This action aims to address parent needs by offering essential services such as childcare, translation support, and necessary materials. The goal is to promote equity and access for identified student groups to engage in services and activities effectively. Continuous monitoring at the district level will ensure progress, particularly for specific student groups. It's crucial to verify that funds and services are allocated appropriately to address the individualized social, emotional, and academic needs of these students, with feedback from our Educational Partners.</p> <p>This implementation of this action will support active participation of English Learners, Foster</p>	3.4-Parent Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>activities aimed at enhancing parent understanding and abilities within educational programs. The majority of input from parents, which consists of feedback mostly from Low Income students, states that parents would greatly benefit from further support, engagement, and education in order to support students. This is especially true for parents of English Learners, Foster Youth, and Low Income students. Engaging with parents of these student groups to gather input and foster relationships is integral to building a strong community within Selma Unified.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Youth, and Low Income families, providing the supports necessary to attend Educational Partner input sessions. LCAP coordination will involve coordination and collaboration of various district meetings, i.e. Parent Advisory Committee, District English Learner Advisory Committee, LCAP meetings, etc. to ensure we capture input from our Ed Partners in these groups and collect feedback necessary to develop our LCAP. It also aids in monitoring student outcomes in collaboration with parents.</p> <p>While this action primarily targets the needs associated with low-income, English Learners (EL), and Foster Youth (FY) students, it's expected that all students will benefit. Therefore, this action is provided on an equal basis to all.</p>	

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to increase the number of staff providing direct services to all our schools, as each has a high concentration of Foster Youth, English Learners, and low-income students.

The increased staff includes:

- Math & Reading Intervention Teachers for all school sites Goal 1 Action 13
- Social workers to provide services to all school sites Goal 2 Action 5
- Additional Mental Health Clinicians to increase services to all school sites. Goal 2 Action 4
- Increasing Counselors to support all secondary sites Goal 1 Action 9
- Specialized Assistant Principals at Selma High School to address the unique needs of identified students. Goal 1 Action 2
- Additional CTE Pathways Teachers Goal 1 Action 9
- Data Analysis staff for Selma High School Goal 1 Action 15
- Positive Behavior Intervention Supports Aides Goal 2 Action 2

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$64,659,834	28,877,080	44.660%	2.578%	47.238%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$95,205,915.00	\$4,511,507.00	\$0.00	\$2,725,701.00	\$102,443,123.00	\$30,811,448.00	\$71,631,675.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base Program	All	No					\$0.00	\$64,659,834.00	\$64,659,834.00				\$64,659,834.00	
1	1.2	Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,784,327.00	\$96,816.00	\$1,881,143.00				\$1,881,143.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$770,244.00	\$220,872.00	\$645,827.00			\$345,289.00	\$991,116.00	
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	English Learners	Yes	School wide	English Learners	Specific Schools: Eric White Elementary		\$581,700.00	\$17,010.00	\$567,249.00			\$31,461.00	\$598,710.00	
1	1.5	Broad Course of Study: AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Selma High		\$39,998.00	\$34,884.00	\$74,882.00				\$74,882.00	
1	1.6	Supports for Students with Disabilities (SWD)	Students with Disabilities	No			All Schools Specific Schools: LEA Level, Lincoln MS, Jackson Elem, Eric White Elem, Indianola Elem,		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Selma High									
1	1.7	Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$551,308.00	\$59,287.00	\$610,595.00				\$610,595.00	
1	1.8	Supplemental Materials and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$82,816.00	\$979,401.00	\$1,062,217.00				\$1,062,217.00	
1	1.9	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,301,602.00	\$808,206.00	\$3,109,808.00				\$3,109,808.00	
1	1.10	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,064,633.00	\$332,192.00	\$1,205,703.00			\$191,122.00	\$1,396,825.00	
1	1.11	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,011,228.00	\$223,058.00	\$1,234,286.00				\$1,234,286.00	
1	1.12	Educational/Information Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$263,292.00	\$866,796.00	\$1,130,088.00				\$1,130,088.00	
1	1.13	Strategic Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$8,026,661.00	\$264,829.00	\$7,336,365.00			\$955,125.00	\$8,291,490.00	
1	1.14	Services for English Learners/LTEL	English Learners	Yes	LEA-wide	English Learners			\$453,718.00	\$227,802.00	\$478,816.00			\$202,704.00	\$681,520.00	
1	1.15	Assessment for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$167,609.00	\$29,077.00	\$196,686.00				\$196,686.00	
1	1.16	Intensive Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,198,628.00	\$151,912.00	\$3,350,540.00				\$3,350,540.00	
1	1.17	Summer School	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$627,758.00	\$546,598.00	\$174,356.00			\$1,000,000.00	\$1,174,356.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.18	Literacy Coaches and Reading Specialists Grant	All	No			Specific Schools: Terry Elem, Wilson Elem, Eric White		\$450,000.00	\$900,000.00		\$1,350,000.00			\$1,350,000.00	
1	1.19	DA Action: Data Support	All Homeless, SWD	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,540,892.00	\$287,462.00	\$353,354.00	\$2,475,000.00			\$2,828,354.00	
2	2.2	Safe Climate/Culture and Student Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: LEA Level, Indianola Elem, Selma High, Terry Elem		\$1,678,384.00	\$336,469.00	\$2,014,853.00				\$2,014,853.00	
2	2.3	Student Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,255,742.00	\$98,277.00	\$1,354,019.00				\$1,354,019.00	
2	2.4	Mental Health and Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,507,429.00	\$175,891.00	\$2,683,320.00				\$2,683,320.00	
2	2.5	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$852,488.00	\$58,995.00	\$911,483.00				\$911,483.00	
3	3.1	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$55,484.00	\$33,041.00	\$88,525.00				\$88,525.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$186,725.00	\$121,382.00	\$47,382.00	\$260,725.00			\$308,107.00	
3	3.3	LCAP Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,000.00	\$26,584.00	\$29,584.00				\$29,584.00	
4	4.1	Heartland High CCI Support	All Hispanic, SED	No			Specific Schools: Heartland Heartland		\$98,945.00	\$0.00		\$98,945.00			\$98,945.00	
4	4.2	Selma Independent CCI & Graduation Support	All Hispanic, SED	No			Specific Schools: Selma Independent Selma Independent		\$156,837.00	\$0.00		\$156,837.00			\$156,837.00	
4	4.3	Selma Independent: Foundational Skills & Support	All Hispanic, SED	No			Specific Schools: Selma Independent Selma Independent		\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
5	5.1	Heartland Behavior Supports	All EL, SED, Hispanic	No			Specific Schools: Heartland Heartland High		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.2	STRIVE Behavior Supports	All	No			Specific Schools: STRIVES TRIVE Academy		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$64,659,834	28,877,080	44.660%	2.578%	47.238%	\$30,541,081.00	0.000%	47.233 %	<b>Total:</b>	\$30,541,081.00
								<b>LEA-wide Total:</b>	\$29,973,832.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$567,249.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,881,143.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$645,827.00	
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	Yes	Schoolwide	English Learners	Specific Schools: Eric White Elementary	\$567,249.00	
1	1.5	Broad Course of Study: AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Selma High	\$74,882.00	
1	1.7	Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$610,595.00	
1	1.8	Supplemental Materials and Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,062,217.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,109,808.00	
1	1.10	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,205,703.00	
1	1.11	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,234,286.00	
1	1.12	Educational/Information Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,130,088.00	
1	1.13	Strategic Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,336,365.00	
1	1.14	Services for English Learners/LTEL	Yes	LEA-wide	English Learners		\$478,816.00	
1	1.15	Assessment for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$196,686.00	
1	1.16	Intensive Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,350,540.00	
1	1.17	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income		\$174,356.00	
2	2.1	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$353,354.00	
2	2.2	Safe Climate/Culture and Student Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: LEA Level, Indianola Elem, Selma High, Terry Elem	\$2,014,853.00	
2	2.3	Student Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,354,019.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Mental Health and Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,683,320.00	
2	2.5	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$911,483.00	
3	3.1	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$88,525.00	
3	3.2	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$47,382.00	
3	3.3	LCAP Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income		\$29,584.00	
4	4.1	Heartland High CCI Support				Specific Schools: Heartland		
4	4.2	Selma Independent CCI & Graduation Support				Specific Schools: Selma Independent		
4	4.3	Selma Independent: Foundational Skills & Support				Specific Schools: Selma Independent		
5	5.1	Heartland Behavior Supports				Specific Schools: Heartland		
5	5.2	STRIVE Behavior Supports				Specific Schools: STRIVE		

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$94,846,549.00	\$93,759,981.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Action 1: Core Program	No	\$64,328,093.00	\$64,328,093
1	1.2	Action 2: Program Support	Yes	\$2,294,032.00	\$2,149,453
1	1.3	Action 3: Professional Development	Yes	\$858,236.00	\$760,686
1	1.4	Action 4: Broad Course of Study	Yes	\$1,312,565.00	\$1,680,194
1	1.5	Action 5: Teacher Collaboration	Yes	\$523,188.00	\$566,186
1	1.6	Action 6: Supplemental Materials and Services	Yes	\$2,358,490.00	\$1,951,410
1	1.7	Action 7: Career Technical Education	Yes	\$3,484,530.00	\$4,080,519
1	1.8	Action 8: Libraries	Yes	\$1,514,487.00	\$1,409,659
1	1.9	Action 9: Visual and Performing Arts	Yes	\$1,662,161.00	\$1,492,353
1	1.10	Action 10: Educational/Information Technology	Yes	\$2,655,547.00	\$980,845

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Action 1-Strategic Academic Intervention	Yes	\$1,623,816.00	\$2,709,982
2	2.2	Action 2-Services for English Learners	Yes	\$618,112.00	\$568,609
2	2.3	Action 3 - Assessment for Learning	Yes	\$264,931.00	\$182,255
2	2.4	Action 4 - Intensive Academic Intervention	Yes	\$595,451.00	\$1,990,329
2	2.5	Action 5 - Summer School	Yes	\$2,573,548.00	\$200,000
3	3.1	Action 1- Student and Community Services	Yes	\$790,531.00	\$709,452
3	3.2	Action 2- Student Behavior and Safety	Yes	\$1,667,283.00	\$1,923,876
3	3.3	Action 3-Student Health and Wellness	Yes	\$1,327,260.00	\$1,409,927
3	3.4	Action 4 - Mental Health and Social-Emotional Learning	Yes	\$2,468,942.00	\$2,945,325
3	3.5	Action 5 - School Climate/Culture/Learning Environments	Yes	\$275,993.00	\$79,466
4	4.1	Action 1-Parent and Family Engagement	Yes	\$501,423.00	\$354,981
4	4.2	Action 2-Parent Participation	Yes	\$241,720.00	\$55,761
4	4.3	Action 3 -LCAP Coordination	Yes	\$91,210.00	\$98,140
4	4.4	Action 4 - Student Attendance	Yes	\$815,000.00	\$1,132,480

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$26,961,470	\$26,344,927.00	\$25,297,469.00	\$1,047,458.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Action 2: Program Support	Yes	\$2,294,032.00	2,149,453		
1	1.3	Action 3: Professional Development	Yes	\$535,906.00	\$438,355		
1	1.4	Action 4: Broad Course of Study	Yes	\$1,312,565.00	\$1,680,194		
1	1.5	Action 5: Teacher Collaboration	Yes	\$523,188.00	\$566,186		
1	1.6	Action 6: Supplemental Materials and Services	Yes	\$1,540,981.00	\$1,193,902		
1	1.7	Action 7: Career Technical Education	Yes	\$2,618,314.00	\$3,193,403		
1	1.8	Action 8: Libraries	Yes	\$1,311,428.00	\$1,206,600		
1	1.9	Action 9: Visual and Performing Arts	Yes	\$1,557,280.00	\$1,387,472		
1	1.10	Action 10: Educational/Information Technology	Yes	\$2,655,547.00	\$980,845		
2	2.1	Action 1-Strategic Academic Intervention	Yes	\$1,623,816.00	\$2,709,982		
2	2.2	Action 2-Services for English Learners	Yes	\$391,055.00	\$341,552		
2	2.3	Action 3 - Assessment for Learning	Yes	\$264,931.00	\$182,255		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Action 4 - Intensive Academic Intervention	Yes	\$595,451.00	\$1,990,329		
2	2.5	Action 5 - Summer School	Yes	\$2,573,548.00	\$200,000		
3	3.1	Action 1- Student and Community Services	Yes	\$421,846.00	\$340,767		
3	3.2	Action 2- Student Behavior and Safety	Yes	\$1,667,283.00	\$1,923,876		
3	3.3	Action 3-Student Health and Wellness	Yes	\$1,327,260.00	\$1,409,927		
3	3.4	Action 4 - Mental Health and Social-Emotional Learning	Yes	\$1,521,383.00	\$1,997,776		
3	3.5	Action 5 - School Climate/Culture/Learning Environments	Yes	\$275,993.00	\$79,466		
4	4.1	Action 1-Parent and Family Engagement	Yes	\$256,400.00	\$109,958		
4	4.2	Action 2-Parent Participation	Yes	\$241,720.00	\$55,761		
4	4.3	Action 3 -LCAP Coordination	Yes	\$20,000.00	\$26,930		
4	4.4	Action 4 - Student Attendance	Yes	\$815,000.00	\$1,132,480		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$64,547,447	\$26,961,470	0%	41.770%	\$25,297,469.00	0.000%	39.192%	\$1,664,001.00	2.578%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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