



Selma High School SELF-STUDY REPORT

3125 Wright Street

Selma, Ca 93662

Selma Unified School District

March 27 - 29, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edited Edition (2020-2021/2021-2022 SY Visits)

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TABLE OF CONTENTS

<u>Preface</u>	3
<u>Chapter I: Progress Report</u>	4
<u>Chapter II: Student/Community Profile and Supporting Data and Findings</u>	15
<u>Chapter III: Self-Study Findings</u>	33
<u>A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources</u>	33
<u>B: Curriculum</u>	51
<u>C: Learning and Teaching</u>	66
<u>D: Assessment and Accountability</u>	74
<u>E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth</u>	85
<u>Prioritized Areas of Growth Needs from Categories A through E</u>	98
<u>Chapter IV: Summary from Analysis of Identified Major Student Learning Needs</u>	100
<u>Chapter V: Schoolwide Action Plan/SPSA</u>	104
<u>Appendices</u>	110

Preface

WASC Criteria:

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Work on Selma High School's 2022 FOL Self-Study began with the hiring of our current principal in the Spring of 2022. Since then the Selma High staff has dedicated a significant amount of time to the development of their 2021/2022 WASC Self-Study. Throughout the process, our focus has been on strategically identifying our areas of strength, our areas of growth, and on developing an action plan to support our continued development and success. We made certain that our self-study process included input from all stakeholders. In order to ensure this input, we formed six committees to help us transition from the implementation of the 2017 WASC Action Plan to the present. The committees are as follows:

- **The Administrative Management Team:** A group composed of the principal, deputy principals, assistant principals, and counselors.
- **The Leadership Team:** A group composed of the Administrative Management Team, the Athletic Director, the Activities Director and the site TOSA.
- **The Academic Council:** A group of the curriculum facilitators of each department, as well as members of the leadership team.
- **The WASC Focus Groups:** Several groups of self-study teams composed of SHS faculty.
- **The Home Groups:** A group of professional learning communities by department.
- **The School Site Council:** A group comprised of parents, students and SHS staff.

In preparation for this visit, the stakeholder groups reviewed the requirements of the report and provided feedback. The team members gathered and analyzed data. They then met to discuss elements of the report, taking into account the qualitative and quantitative data that the stakeholder groups collected. The administrative team updated and analyzed the data tables presented in the 2017 WASC report and then aligned all data tables to the Single Plan for Student Achievement and the California Dashboard. The administrative team added commentary bullets to explain the data trends. Finally, the staff reviewed, developed, drafted, and revised the report from May of 2022 to February of 2023. A detailed timeline for Selma High School's 2022 FOL Self-Study Process may be found [here](#).

Chapter I: Progress Report

WASC Criteria:

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Over the last 6 years, the following changes have had an impact on our Action Plan progress and our school community:

Administration Changes

Selma Unified has seen unprecedented changes in administration at both the district level and at the site level over the past six years. We have benefited greatly from the continuity and longevity of both our district and site leadership over the years. Both the district and site level administrations have been restructured multiple times since the last six-year visit.

The retirement of our former superintendent, Dr. Tanya A. Fisher was announced in October of 2020 and our new superintendent, Dr. Marilyn Shephard, began on January 4, 2021. This was a challenging time for our district. We were in the middle of the COVID - 19 Pandemic along with experiencing a major budget crisis. Dr. Shepherd joined the District and with her vast experience, stabilized what was a very turbulent time.

As a school site, we have had five principals since the last six-year accreditation. Dr. Scott Pickle was hired as the new principal of Selma High School and began his career as a Selma High School Bear in January 2022. He brings with him 11 years of experience as a high school principal and 27 years of experience in education.

We have a new administration in the District with the positions of Chief Human Resources Officer, Chief Academic Officer, Assistant Superintendent of Business Services, Director of Community and Pupil Services, and several others to serve the District well into the future. With streamlined processes and inventive ideas, our District looks to the future with excitement.

Faculty Additions and Changes

Since 2018, SHS has worked to add additional positions in the areas of Career Technical Education, math education, interventions, social-emotional support and safety. The following tables show staff additions and changes over the past six years. Additional information on these changes may be found via the link above.

Additions

Campus Security Officers

Math Teachers - 2

Career Technical Education Teachers - 4	Mental Health Services
Choir Teacher	Reading Intervention Teacher
English Teacher	Teacher librarian
Legacy Life Coaches	Virtual Learning Teachers - 2

Changes

Administrative Positions	Intervention Program
At-Risk Counselor	Learning Directors to Counselors
Career Technical Education Program	Loss of Academic Coaches

COVID-19

Selma High School was not prepared to move to online instruction in the spring of 2020 when the COVID-19 Pandemic hit. Initially, SHS students did not have the technology they needed to sustain their education while working from home. In response, the district schools quickly united and shared devices in order to provide each student with a district device by holding drive-through events at each school site (most of our district Chromebooks were in desperate need of replacement at that time which further complicated the matter and not all students picked Chromebooks up during this time).

As a campus, we welcomed students back to campus in April 2021 in a **hybrid remote learning** environment. We had roughly a third of our students who elected to return to in-person instruction. Students were divided into two cohorts, attending two days a week, and all students engaged in a remote learning day on Mondays. Like many school districts across the country, many of the inequities our students faced were exacerbated by the pandemic. Families had difficulty accessing courses due to limited or no internet access. Over time we were able to distribute internet hotspots to help alleviate this stressor, but the presence of technology hurdles persisted through the pandemic. Upon reflection, we were inadequately prepared in many aspects as it pertained to technology, mental health support, and assistance for families impacted economically by the pandemic. We will discuss our response to the pandemic in the sections that follow as well as how this will influence our action plan over the course of the next six years.

It is also imperative to note that attendance was significantly affected by the COVID-19 Pandemic during the 2021-2022 school year, which has had a profound effect on students meeting graduation requirements as well as our 2022 CAASPP scores. We are looking forward to implementing new policies and practices that will address the many needs of our students brought about over the past few years.

Online Instruction

Our online instruction programs have been flexible and have changed tremendously over the past six years in order to meet the ever-changing needs of our student population. Before returning to full in-person instruction in the Fall of 2021, California Law included a provision for students to remain with online instruction if requested. For the 2021-2022 school year we did have roughly 12% of our population elect to continue with our online learning option. A majority of these students were not academically successful. This has led to a new plan for online instruction for the 2022-2023 school year. The online program, however, would be administered by Selma Independent Studies, our District online option for secondary students.

Changes in MTSS

The SHS staff has had quite a bit to deal with after the onset of COVID-19 in the spring of 2020 followed by three years of numerous site and district administrative changes. All of this led to a perceived lack of structure on campus in terms of expectations for both staff and students.

The 2022-2023 school year has brought about much-needed change. SHS implemented a new **School Wide Behavior Management System** including a **3 Step Progressive Discipline Policy**, a **Tardy Policy**, a **Cell Phone Policy**, and a **Non-privilege Policy**, all of which were extremely welcomed by teachers and the Board of Trustees. Another new component to our School Wide Behavior Management System is **SSICA**, which allows all staff to easily manage students activity and behavior and it helps us hold students accountable for their actions (such as tardies, restroom use, lunch detentions, etc.). Dr. Pickle has also established the Bear Center, which is a behavior intervention room for students. The Assistant Principal with oversight in discipline runs the room with his team.

PBIS is being reinstated by the district and schoolwide expectations are visible and being taught. The district is training all staff in Restorative Justice practices this year so that we all have multiple ways to intervene when students need additional academic, behavior, and or social-emotional support. The district has also implemented **The Positivity Project** district wide which has been a welcome relationship building program by our staff.

Professional Learning Communities or PLCs are a priority this year district-wide and staff received training at the start of the 2022 school year by Solution Tree to implement their PLC. This has set a direction and an expectation for staff which we had been lacking the past few years.

We also have a brand new Activities Director, Mrs. Garcia whose goal is to increase school spirit and improve campus culture. Dr. Pickle and Mrs. Garcia have implemented a new digital ID card using the **Minga** platform which is going to allow for better communication with students and allow us to track behavior progress, and reward students, it can be used to show club and association memberships, as well as free periods or lunch passes.

MTSS Additions

Bear Center	3 Step Progressive Discipline	The Positivity Project	Minga
Tardy Policy	Cell Phone Policy	Non-privilege Policy	SSICA

Technology Changes

In the Spring of 2020, SUSD moved to a one-to-one Technology Program, an initiative that resulted in the distribution of Chromebooks for each student in the district. During the 2020-2021 school year brand new Chromebooks were purchased for each student. The advent of one-to-one computers has broadened access to various learning programs, such as Google Classroom, which provide students with immediate feedback. All teachers have also been provided with a Macbook Air for use on and off campus.

Teachers have found GoGuardian to be extremely helpful in not only communicating with students but in monitoring students while working online and holding students accountable.

Facility Changes

As of fall 2022, when you look at the Selma High School campus our school colors shine! No more district blue! Our doors and buildings now show our school pride and our bold orange color makes a statement. We have had a number of additional facility changes that are listed below. Additional information on these changes may be found via the link above.

Bus Pick-up/Drop Off	New CTE Building & Parking	Outdoor Classroom
Campus Safety	Other Upgrades	Staley Stadium

New Graduation Requirements

Beginning with the Class of 2025, students must complete 230 credits with a "D" or better as well as complete the required number of credits for each Core Subject Area. Prior year graduates were required to earn 220 credits. SHS increased the number of credits for both math and science from 20 credits to 30 credits, which now requires students to take both a third year of math and a third year of science. The math and science departments have responded by offering our students more [options for their third year](#) of studies.

New Academic Programs

SHS has worked Additional information on these changes may be found via the link above.

Career Technical Education Pathways	New Courses for New Graduation Requirements
Dual Enrollment	Special Education Program
Interventions	Other

WASC Criteria:

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Implementation & Monitoring of the Schoolwide Action Plan/SPSA & Alignment with LCAP goals.

The development of LCAP goals and SPSA has been streamlined in recent years through district office leadership in order to ensure that district goals, LCAP and SPSA are all aligned. LCAP goal development is coordinated and monitored through the Chief Academic Officer. Input for the LCAP is received from the community 2-3 times a year and meetings are posted on the [SUSD website](#).

School Site Council, ELAC, and the Instructional Leadership Team (ILT) provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the SPSA. Each school year, the School Site Council and ELAC review student performance data and examine the effectiveness of strategies that have been implemented.

WASC Criteria:

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

The following schoolwide critical areas were identified in the last full self-study in 2017 and additional critical areas from the 2020 mid-cycle visit. The section that follows is organized according to each LCAP and SPSA goal and the progress toward each of these critical areas. More specific data for various categories are listed in Chapter 2.

LEA/LCAP Goal	All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various, local, and state assessments.
SPSA Goal #1	All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various local and state assessments as well as by the California Accountability Model & School Dashboard and meet college and career expected levels.
Critical Area of Need #1 2017 & 2020	Students need to continually be exposed to a rigorous curriculum that incorporates the 4 C's of the Common Core State Standards and engages students in the inquiry process and project-based learning.

Critical Area #2 2017 & 2020	<p>Our students are demonstrating a lack of mathematical preparedness in classroom work as well as on state assessments. Additionally, the norm-referenced assessment the district is requiring us to administer to students does not assess skills necessary to master high school course content.</p>
Critical Area #3 2017 & 2020	<p>The assessment results indicate that most of our student population is reading below the expected grade level lexile range. This trajectory will have our students unprepared for the rigors of college-level work as well as many jobs in the entry-level workforce.</p>
Instructional Strategies	<p><u>Instructional Strategies Used to Meet Critical Area of Need #1</u></p> <p><u>Instructional Strategies Used to Meet Critical Area of Need #2</u></p> <p><u>Instructional Strategies Used to Meet Critical Area of Need #3</u></p>
Measurable Outcomes	<ul style="list-style-type: none"> ● Increase the number of redesignated students by 5% annually. ● Increase the number of students that are college and career ready from the previous reported data. ● Increase the number of students completing the A-G course requirements by 10%. ● Increase the number of completers in the CTE Pathway by 10%. ● Increase the number of students met or exceeded on the CAASPP ELA from the previous reported data. ● Increase the number of students met or exceeded on the CAASPP Math from the previously reported data. ● Increase the library collection and access to research materials. ● Dedicated structured time for PLC's to meet and provide professional learning opportunities for all core content teachers that align to school goals.
Progress	<p>As a result of the pandemic, we do not have SBAC/CAASPP data from 2020. In 2019, our ELA scores did drop by 6% (from 64% in 2018 to 58% in 2019) due to a variety of factors (explained in upcoming sections), however, scores did rebound in the spring of 2021 and are now back up to 63% overall. There has still, however, continued to be a gap between our White vs Hispanic populations and our General Education vs EL/Special Education populations.</p> <p>In 2018, our Math scores did drop by 8% (from 31% in 2017 to 23% in 2018) and have remained around 23% for the past few years. During this time our math department has worked to improve instruction in a number of ways (further explanation can be found in Ch. 3 under Instruction and Curriculum), however, we continue to fall short of raising the overall percentage of students meeting proficient and advanced. This is exceptionally true for our English Language</p>

	<p>Learners and our students with disabilities, both of which have significantly underperformed in the past few years. Our White population continues to outperform our Hispanic population. We have seen the equity gap decrease between the two groups, from a gap of 32% in 2019 to a 9% gap in 2021, however, we are well aware that this is because our white population has decreased in academic performance on the Math CAASPP assessment.</p> <p>Reclassification rates of our EL students have increased slightly (to 2.7%), however, we are shy of the 5% annual goal we have set. We have students who are passing the ELPAC with an overall Level 4, however, they are not meeting our internal reclassification requirements which require passing scores on the district Reading STAR assessment or a meet or exceeds on the CAASPP ELA assessment as well as an overall 2.0 GPA. This is an item that our district and site plan to look into this school year and make appropriate changes.</p> <p>We are providing supplemental support to students in ELA, math, science, and ELD through technology, supplemental materials, research-based programs and small group instructional support. We have provided professional development to deepen and refine staff's skills and knowledge of research-based strategies and practices in the content areas including ELD to augment student achievement. We are continuing to provide opportunities for teachers to participate in PLCs, an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for student achievement. We are working to provide a library collection in both the classroom and the library that includes a variety of texts/genres that are high quality, high interest to promote the love of reading and offer increased access to books. This collection can be used to supplement core content, offer opportunities for students to take home books to read, and engage students in topics that interest them.</p>
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LEA/LCAP Goal	Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.
SPSA Goal #2	Provide academic and behavior services to address individual needs and to close the learning gaps.
Critical Area #2 2017 & 2020	Our students are demonstrating a lack of mathematical preparedness in classroom work as well as on state assessments. Additionally, the norm-referenced assessment the district is requiring us to administer to students does not assess skills necessary to master high school course content.
Critical Area of Need #4	Reduce the number of long-term English Language Learners.

2017 & 2020	
Measurable Outcomes	<ul style="list-style-type: none"> • Increase the number of English Language Learners making progress toward English Language Proficiency by 5% annually. • Increase the number of students with disabilities exceeding or meeting the ELA and Math standards on CAASPP by 5%. • Provide interventions in the core instruction. • Provide Tier 2 interventions for at-risk students. • Increase the graduation rate for English Language Learners and students with disabilities.
Instructional Strategies	<u>Instructional Strategies Used to Meet Critical Area of Need #2</u> <u>Instructional Strategies Used to Meet Critical Area of Need #4</u>
Progress	<p>Students need increased support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority. Additionally, math scores are trending low indicating needed support. We need to develop and support tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports.</p> <p>We provide supplemental materials and supplies to address the language acquisition needs of English Learners. We have worked to develop and coordinate professional development for EL engagement strategies and strategies to support students with special needs. We provide supplemental materials and supplies to address the learning needs of students with disabilities. Academic interventions have been provided to identified students at risk both during the school day and after school. We have provided teacher training for Edgenuity to support at-risk students who are credit deficient. We provide mentoring, behavior support, materials, and supplies for students who are identified as needing support from Tier 2. We are working to re-emphasize PBIS and introduce Implement Restorative Justice to address student conflict on campus.</p>

In 2017 PBIS was well established on campus and in our district and the need for additional social-emotional and behavioral support did not exist on campus. After multiple principals, district leadership changes and the COVID-19 Pandemic we have found that our student's social-emotional needs have increased significantly. We truly believe that for students to respond academically their social-emotional needs must be met. As a district and site, we have adjusted to the needs of our students by implementing the following goals into our district LCAP and site

SPSA. We firmly believe that both of these goals help support our student's critical learner needs by providing the social-emotional foundation that is needed in order to succeed academically.

LEA/LCAP Goal	Intensive support will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.
SPSA Goal #3	Provide all students a safe and orderly environment that will support social, emotional, behavioral, and academic success.
Critical Learner Needs	We firmly believe that this goal helps support our student's critical learner needs by providing the social-emotional foundation that is needed in order to succeed academically.
Instructional Strategies	<u>Instructional Strategies Used to Meet LEA/LCAP & SPSA Goal #3</u>
Progress	<p>We have provided guest speakers to cover topics such as drug abuse, digital citizenship, focus, and/or motivation. We have improved communication between students, parents, and staff through online tools such as SSICA, Minga, and Parent Square. We have provided all students including all subgroups ample technology to access the curriculum by providing all students with a Chromebook. We have provided a safe learning environment through the implementation of our School Wide Behavior Management System, extensive surveillance system and our campus security team. We have made a tremendous effort to provide counseling/mental health services to students who meet district criteria with the addition of a new At-Risk Counselor, Legacy Life Coaches, 2 new district social workers and 3 district mental health clinicians. We are implementing the Positivity Project on campus to promote relationship building for students and staff and to help students and staff become the best version of themselves. We are providing the necessary materials, supplies, and support to ensure campus safety such as the addition of surveillance cameras, vape sensors, and fencing as well as campus safety officers. We are working to improve and provide additional enrichment activities (via Enrichment Period and Extended Learning Program) and campus culture activities (via ASB Leadership) that promote positive student behavior and a sense of belonging.</p> <p>Professional development concerning systems of support, such as Restorative Practices, Professional Learning Communities (PLC), Response to Intervention (RTI), Assessment Development and Analysis, will be provided to school administrators, district support staff, and teacher team members this school year. Staff has already received training this school year in PLC's and expectations for student learning including the reinstatement of common formative assessments used by all departments, with the elective courses integrating ways to support the math and ELA department standards in order to</p>

	<p>better prepare students for the CAASPP Assessments.</p> <p>SHS Staff also noted that we have worked to provide numerous academic and behavioral interventions to help support all students based on individual need.</p>
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LEA/LCAP Goal	Enhance district parent and community involvement opportunities.
SPSA Goal #4	Enhance parent involvement and outreach activities to provide information, training and resources.
Critical Learner Needs	We firmly believe that this goal helps support our student's critical learner needs by providing the social-emotional foundation that is needed in order to succeed academically.
Instructional Strategies	<u>Instructional Strategies Used to Meet LEA/LCAP & SPSA Goal #4</u>
Progress	<p>Parent and guardian involvement is vital to the success of our students. Through using a multifaceted approach, we have provided increased outreach, awareness, education, promotion, and involvement. Such outreach includes PIQE, Parent Involvement Nights, Parent University, increased Parent Portal usage, and/or parent and Community involvement in Advisory Committees (SpED, EL, and Foster), Booster Clubs and or organizations. We have had much more consistent communication with parents via the use of Parent Square and the SSICA behavior monitoring app which also communicates with parents and sends immediate correspondence to parents' cell phones. SHS has also increased its social media presence and now sends the same message via FaceBook, Instagram, and Twitter.</p> <p>SHS has made efforts to seek parent input in decision-making and the promotion of parent participation in programs for unduplicated pupils and special need subgroups. We provide parent information events that build parenting skills and knowledge by providing materials and resources on helping their children be successful in school as well as enhancing the school-home connection. We have continued to provide translation services to parents in need at school-sponsored informational events and meetings. We provide refreshments for parent committees and trainings.</p> <p>We have discovered that the physical, environmental and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance and by getting input from our community the experience</p>

	<p>equally supports the learning environments and opportunities that help students learn and thrive. We have also discovered that ensuring equity at SHS is a necessary component in narrowing the achievement gap. Ultimately, family and community engagement greatly increases our likelihood that students will be more prepared for school, more likely to achieve, and more likely to graduate when they are supported by us, families, and communities working together.</p>
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CHAPTER II

Student/Community Profile and Supporting Data and Findings

WASC Criteria:

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

HISTORY AND BACKGROUND

The Community We Serve

Selma, California is located in the heart of the central San Joaquin Valley at the crossroads of State Routes 99 and 43. Selma is known for its small-town charm and its rich culture. Its location has made it a regional hub for southeast Fresno County as well as neighboring Tulare and Kings Counties. Hometown events and locally owned businesses, along with national retailers, make Selma a full-service community. Selma's downtown, industrial and commercial developments have all become a great source of community pride in recent years.

Selma has come a long way from its roots as "A Peach of a City" and the "Raisin Capital of the World". While still proud of its strength in the agriculture hub of the west, Selma is a rapidly growing city of 25,000 residents. Beautiful hand-painted murals can be found on many downtown buildings depicting the stunning landscape surrounding our town and the true essence of our hard-working predominantly Hispanic community.

Selma Unified School District has seven elementary schools, one middle school, one alternative education school and one comprehensive high school, Selma High School. Selma High School was established in 1892 and serves grades 9-12. The school's cumulative enrollment is over 1800 students during the 2020-2021 school year. Selma High School's population is a direct reflection of the community, being 90% Hispanic, 4% Asian (primarily Punjabi) and 5% white. Selma High qualifies for 100% of its student body to receive free meals throughout the school day. Approximately 16% of the student population is an English Language Learner and 10% of the student population is receiving special education services. Selma High School is a California Distinguished High School that offers a rigorous academic curriculum supported by

outstanding co-curricular and extra-curricular programs. Selma High School is a six-year accredited institution through June 2023 with the Western Association of Schools and Colleges.

STATE / FEDERAL PROGRAM MANDATES

Selma is identified as a Title I school with 80.9% of students receiving free/reduced lunch (2021-22). In addition, Selma Unified is allocated Title III funding to specifically provide services to second language learner students. All funding for Title I and Title III are managed through the State and Federal Programs office and overseen at the site level by an assistant principal who oversees spending and supports students in those programs.

PARENT / COMMUNITY ORGANIZATIONS

Our Selma High School parents play a vital role in developing and approving our School Site Plan via the School Site Council (SSC) and the English Language Advisory Council (ELAC). We encourage parents to participate in school-wide activities and provide them with information regarding events happening in the classroom and school-wide. The communication between school and home is consistent, informative, and is provided in a variety of ways including the school's website, social media, via the Aeries Communicator and Parent Square (emails, SMS messages, phone calls).

Selma High School parents know that they are a vital part of the school community and that schooling is a partnership between our school staff, parents, and the community. Even more important, they know that the teaching staff is accessible and concerned about their needs. Parents volunteer as chaperones and sometimes assist individual teachers. On the days where there are after-school activities, parent volunteers and staff members arrive early in preparation for events like the football games and/or the FFA Farm Programs. They also join several school-wide committees including the WASC Parent Committee, SHS Parents Club, and numerous co-curricular and athletic booster organizations,

Selma Cares is a community organization that partners with Selma Unified to provide assistance to families in need within the Selma Community. We know that when the basic needs of students are unmet, meeting their academic needs can be negatively impacted. Many of our students and families benefit from their assistance.

Selma High School Vision

Selma High School reflects the characteristics of a California Distinguished High School

- Rigorous standards and graduation requirements
- Visionary and collaborative leadership
- Research-based curriculum and instructional practices
- Learning support services for all students including those with special needs
- Modern technology to support student learning
- Relevant professional development
- Extensive family participation
- Partnerships with business and community
- Safe, clean, and healthy learning environment

Selma High School Mission

The mission of Selma High School is "Every student achieving high expectations" and is supported by our Multi-Tiered System of Supports (MTSS) Selma High's 5 of Believing, Encouraging, Accepting, Respecting, and Supporting. Evidence of both the mission and of Selma High's 5 can be found campus-wide in classrooms, the dining hall, the library, the office, the gym and hallways, reminding our staff and students of our commitment to academics and a positive community culture.

Schoolwide Learner Outcomes



Schoolwide Learner Outcomes

The Selma High School Schoolwide Learner Outcomes were designed to demonstrate a strong commitment to our school mission, our drive to create a positive learning environment, and an emphasis on student achievement.

We **BELIEVE** every student can be a global citizen and contribute to society by becoming college and career ready. To reach these goals, students at Selma High will engage in a rigorous curriculum becoming critical thinkers and problem solvers as they adhere to the California Common Core State Standards while working to become A-G compliant and or participating in our many career technical education pathways. (A-G and CTE completion rates)

We **ENCOURAGE** students to become involved in their campus and their community through leadership, PBIS, clubs, extracurricular opportunities, youth organizations, and community events. (Extracurricular and Co-curricular participation rates)

All members of the Selma High Community are **ACCEPTING** of their role in education. Our goal is for all students to graduate and value their attendance so they can learn effective habits that will help them to be successful in their post-high school life. (Attendance rate and Graduation rate)

RESPECTING each individual, student, staff, or community member is a foundational belief for all members of the Selma High School community. Students will engage in and demonstrate with integrity respectful behavior while on campus, at a school event, and outside of school both during their time at Selma High and also as they move on to a post-secondary setting. (Bear Center Data)

Through a **SUPPORTING** and nurturing environment that allows students to participate and take risks, our students will develop the collaboration and communication skills needed to become effective verbal and written communicators as well as critical thinkers who reason abstractly and quantitatively as they persevere in problem-solving. (CAASPP Data)

ACS WASC ACCREDITATION HISTORY FOR SELMA HIGH SCHOOL

In 2017, Selma High School received another six-year accreditation from the Accrediting Commission for Schools, Western Association of Schools and Colleges. Our most recent visit, a mid-cycle review, was in March of 2020. Even with multiple changes in administration, the school has continued its work toward accomplishing the goals delineated both in the WASC self-study, the mid-cycle review and its Single Plan for Student Achievement. Professional learning was centered around the identified learner needs, and that work is summarized in this report.

STUDENT DEMOGRAPHICS

Enrollment Data - *Knowing the Students We Serve*

Highlights	2017-18	2018-19	2019-20	2020-21	2021-2022
All Students	1891	1895	1863	1822	1806
Hispanic or Latino	1,579	1,597	1,588	1,580	1,650
Socioeconomically Disadvantaged	1,395	1,408	1,409	1,449	1,505

*Cumulative Enrollment according to Ed Data

CURRENT DATA TENDS

- SHS has had a 3% increase in Census Day Enrollment over the past 6 years.
- In the past two years, we have seen the number of female students slightly outnumber the males, who have

traditionally been higher in number.

- Our Hispanic population makes up 91% of our student body which is slightly higher than our communities make up of 85%.
- We have seen a 7% increase in our Hispanic population and a 22% decrease in our White population which is reflective of our community profile.
- Over 83% of our student population is considered socioeconomically disadvantaged.
- Over the past six years, we have had a significant increase in our families reporting that the predominant primary language in the home is a language other than English (112% increase), with 92% of these families reporting Spanish as their primary home language.
- We have recently had students who speak Zapoteco.

IMPACT

We continue to serve a large population of students who are Hispanic 91.4%. We also serve a large population of students who are socioeconomically disadvantaged, 83%. In order to better serve our students and their families, we have put time and effort into building relationships with our students through social-emotional learning lessons and a focus on PBIS. Knowing who we serve has been a focus over the past six years. Knowing where our students come from and what they value has helped us create a safe learning environment and build trust among our students and families.

DESCRIPTION OF STAFF

Certificated Staff

- There are 104 certificated staff members serving the students of Selma High School.
- In the most recent data from 2018-2019, 36% of the certificated staff are Hispanic, 4% are Asian and 55% are white.
- Administrative staff includes 1 principal, 2 deputy principals, and 2 assistant principals.
- Pupil service positions include 4 grade level counselors, 1 at-risk counselor, 1.5 mental health clinicians, 1 social worker and 1.5 school psychologists.
- We have 82 full-time teachers, 4 part-time teachers, 1 teacher librarian, 1 TOSA, 1 activities director and 1 athletic director.
- Thirty-seven of our teachers have Master's degrees, one teacher has her doctorate, one teacher is Nationally Board Certified and 15 years is the average years of service (13 within the district).
- All teachers are teaching within their credentialed areas and possess CLAD certification.

Classified Staff

- As of 2021-22 we have 12.8 paraprofessionals (100% are Hispanic) assisting in the Special Education Department and with our English Language Learners.
- We have 8.5 office/clerical staff members (65% are Hispanic, 35% are White) and 21.5 other classified employees (90% Hispanic, 5% Asian and 5% White)

Current Data Trends

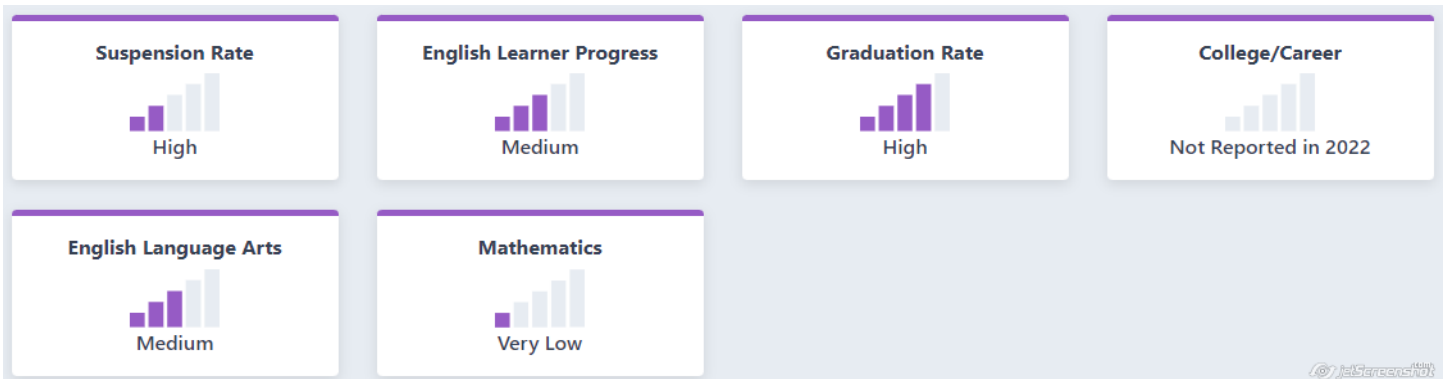
- Our faculty size and fluctuation is directly related to an increase in student enrollment.
- A change in graduation requirements (e.g. an additional year of mathematics and science) has led to the addition of new staff.
- A change in courses offered (e.g. the addition of CTE teachers) has led to the addition of CTE staff.
- Increased need for student support services has led to additional support personnel for students.

IMPACT

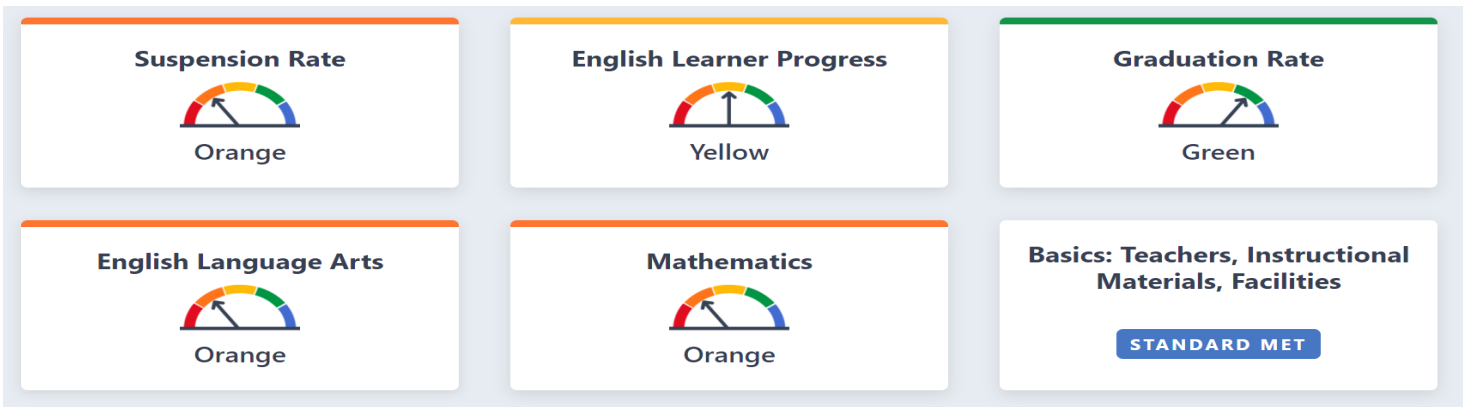
While the ethnicity of our certificated staff differs from that of our student population, we have worked as a staff to get to know the students and community we serve. Selma Unified is the largest employer in the city of Selma, and we have many former graduates who work in different capacities on campus. This fact, along with the relationship building our staff works towards with our students has helped bridge any cultural gaps that may exist between the two groups. We are proud that our students feel that they have someone on campus to turn to (see Student Survey Data in Ch.2, under School Climate).

STUDENT PERFORMANCE DATA

California State Dashboard 2022



California State Dashboard 2019



CAASPP - English Language Arts**Current Data Trends**

- In 2019, our ELA scores did drop by 5% (from 63% standard met and exceeded in 2018 to 58% standard met and exceeded in 2019) however, scores did rebound in the spring of 2021 and are now back up to 63% standard met and exceeded overall.
- There has still, however, continued to be a gap between our White vs Hispanic populations, with our White population outperforming our Hispanic population by an average of 12% in standard met and exceeded and our General Education vs EL populations, with our General Education students outperforming our EL students by an average of 26% standard met and exceeded and our General Education students outperforming our Students with Disabilities by 23% standard met and exceeded.
- Despite our best efforts to support these special populations these students have continued to underperform on CAASPP.
- When averaging the past 3 years' ELA CAASPP scores our data shows that our 11th-grade students are strongest in the area of writing (average of 32% scoring above standard), while our ELL students and students with disabilities both scored strongest in the area of Research/Inquiry (6.57% for ELs and 8% for SPED). However, both of these special populations scored significantly lower than our overall student population who scored 29.73% above standard in Research/Inquiry.
- All students overall and the two special populations both EL students and students with disabilities scored lowest in the area of Listening.

CAASPP - Mathematics**Current Data Trends**

- In 2018, our Math scores did drop by 8% (from 31% in 2017 to 23% in 2018) and have remained around 23% for the past few years.
- Our English Language Learners and our students with disabilities have significantly underperformed in the past few years.
- Our White population continues to outperform our Hispanic population. We have seen the equity gap decrease between the two groups, from a gap of 32% in 2019 to a 9% gap in 2021, however, after close examination, we can see that this is because our white population has decreased in academic performance on the Math CAASPP assessment.
- After close analysis, when looking at the last 3 years averages for the Math CAASPP scores, most 11th grade students scored the strongest in Concepts and Procedures with 11.9% on average scoring above standard.
- Our special populations including our EL population and students with disabilities both scored extremely low in all three areas of the Math CAASPP. Concepts and Procedures (two-year averages of 0% for our ELL students and a 4% average for students with disabilities), Problem Solving/Modeling and Data Analysis (two-year averages of 0% for our ELL students and a 2% average for students with disabilities) and in Communicating Reasoning (two year averages of 1.67% for our ELL students and a 4% average for students with disabilities).

IMPACT

Our current CAASPP data for both ELA and Math show that we are not meeting our SLO of supporting 100% of students to become effective verbal and written communicators as well as critical thinkers who reason abstractly and quantitatively as they persevere in problem-solving as measured by the ELA and Math CAASPP Assessments.

The ELA Department is keenly aware of the academic performance shortcoming of many of our EL and SPED students. Although we set our goals high—SLO of supporting 100% of students to become effective verbal and written communicators—we are committed to finding solutions to raise the performance levels of all students, especially among our special populations. We make a strong effort in leading our students to become critical thinkers who reason abstractly with a variety of resources and tools, including ERWC, DBQs, in-depth research projects, annotative reading, collaborative learning opportunities, and differentiated reading through Achieve. Our teachers also make an effort to collaborate with the EL and SPED staff to learn the best practices that meet the needs of these populations. However, it is the intent of the ELA Dept. to develop new ways to harness the expertise of the EL and SPED departments to learn new practices and gain more insight in reaching these students.

Our Math Department and site are very aware of the fact that our students are underperforming in the area of mathematics. Overall all 11th-grade students are struggling in all three areas of the Math CAASPP Assessment. Over the past three years, all 11th-grade students have scored an average of 11.9% above standard in Concepts and Procedures, 7.46% above standard in Problem Solving/Modeling and Data Analysis and 7.54% above standard in Communicating Reasoning. Our ELL students and students with disabilities have both scored significantly lower than our overall 11th-grade population in all three areas on the Math CAASPP Assessment as noted above in the Current Data Trends for Math.

In 2019, our site principal along with academic coaches and the Math Department began visiting other high schools to **observe best practices** with the intent to improve math instruction at SHS. This has led to a new curriculum pilot for fall 2022. In the spring of 2022, the math department was specifically charged with developing a specific plan to increase student performance on the math CAASPP assessment. The math department has established new courses to better meet students where they are following the Pandemic. They have created a variety of "intervention" type courses as well as an Honors option in the Math 1,2,3 sequence. This will allow advanced students an opportunity to investigate higher-order concepts at a deeper level which will hopefully contribute to an increase in the number of students exceeding standards on the Math CAASPP Assessment. The department has also been working with counselors to make sure that as many juniors as possible are in a math class so that they can be better prepared for the CAASPP test. Math 3 (since it has a large portion of juniors) is also making reviewing for the CAASPP test a priority throughout the year. We are also piloting a new curriculum that will hopefully better help prepare our students for the test.

English Language Learner Data

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Redesignated FEP	24 15%	9 5.77%	8 4.42%	6 2.69%	9 2.7%

Current Data Trends

- Our overall English language Proficiency Scores for Level 4 have dropped significantly since the ELPAC replaced the CELDT in the spring of 2018.
- We have also seen a drop in Level 4 oral language scores, since the spring of 2018.
- Level 4 writing scores have fluctuated slightly since 2018, and have remained under 5%. A majority of our students (70%-75%) continue to score in the Level 2 and Level 1 range in the writing portion,
- The number of English-only proficient students has stayed consistent over the years, while we have

- continued to see the number of EL students increase by more than 113% since the spring of 2017.
- The number of EL students failing courses has significantly increased since the Fall of 2019. 54% of our EL students failed 2 or more classes in the Fall of 2021.
- When averaged over the past 3 years, 52% of our long-term English language learners are failing 2 or more classes while 39% of our newcomers are failing 2 or more classes.

IMPACT

The COVID-19 Pandemic has played a major role in students not being reclassified. Many of our students who fall into this population struggled with online learning which resulted in very high failure rates for our ELL students. Students were simply not attending online nor engaging when they did attend. We also suffered high absenteeism among our EL students in 2021-2022. Our community as a whole was frightened of the COVID-19 virus and were simply keeping their students home multiple times throughout the school year, and students were not keeping up with their studies upon returning.

As a site, we have been focusing on special populations for the past few years. We have worked to know who our ELL students are, and we have worked to use instructional strategies that support our EL student's language acquisition needs. Our teachers have worked to improve their instruction and relationships with these students in hopes that they will buy into their education. Staff has expressed frustration, especially with lack of attendance and work completion. We do have a high percentage of long-term English language learners, and we are coming together as a district and site to focus on improving their attendance, communication home and parent involvement and achievement for our ELL learners.

The district and site is also planning to look closely at our reclassification criteria. We do have students passing the ELPAC, however they are not meeting our district [reclassification criteria](#), including an overall GPA of 2.0.

SCHOOL PROGRAMS

Regular Program of Study

All students at Selma High School are offered a rich and rigorous academic program to prepare them for a variety of postsecondary opportunities. All students are subject to the graduation requirements set forth by the California Department of Education. Below are the credit benchmarks/requirements to be met by the beginning of each grade level beginning with the Class of 2025:

Sophomore	60 credits in required courses
Junior	120 credits in required courses
Senior	180 credits in required courses

All students have access to the core curriculum as well as the opportunity to participate in a variety of ROP courses and myriad available electives. Students in need of specific support or interventions are screened and placed, if applicable, in the necessary program to help them reach their academic goals along with support as they work to meet the high school graduation requirements.

Focused Programs

Selma High School offers many programs to meet all students' needs. AP and recently added honors courses are offered to students who want to challenge themselves. We also offer a variety of career technical education courses for students seeking career certifications as well as a nationally honored

MJROTC Program. Additional information on focused programs may be found via the link above.

Support Programs

We are happy to report that we have grown in our support programs for students. We offer a variety of options both built into the school day and after school that target students who may need extra help to become successful in high school. These programs range from our New Opportunity Class to our Extended Learning Program. Additional information on focused programs may be found via the link above.

COLLEGE AND CAREER PREPARATION

Students Meeting A-G Requirements

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number and Percent of Graduates Meeting UC/CSU Requirements	166 42.7%	31 7.6%	1 25%	148 39.5%	122 34.1%

Career Technical Education Completion Rates

	2019-2020	2020-2021	2021-2022
# of Students Completing a CTE Pathway	122	187	143

Advanced Placement Data

% of Total AP Students with Scores 3+	2017-18	2018-19	2019-20	2020-21	2021-22
All Students	53%	55%	57%	49%	49%

College and Career Readiness Indicator

All Students			
	2017	2018	2019
Percent of Students that qualify as Prepared for College and Career	39.5% Increase of 6%	57.3% Increase of 11.4%	63.3% Increase of 6%

Current Data Trends

- Our English Learners and students with disabilities continue to underperform and are not meeting A-G requirements.

- The CTE completion rates for our English Learners and students with disabilities has increased over the past two years.
- The AP passing rates have been fairly consistent over the past 5 years, averaging a 53% passing rate.
- Overall students have continued to show growth in the college and career indicators.
- Our Hispanic and socioeconomically disadvantaged students have continued to show growth in the college and career indicators.

IMPACT

We acknowledge that our A-G completion data is not accurate for the 2018-19 and 2019-20 school years. As a result, the site administration is required to sign off on all CALPADS data prior to our District Data Technician entering our site data into the state database. This has created an issue with being able to analyze long-term data trends. When looking at the 2017-18 school year to the 2020-21 school year we see that we have seen a slight decrease in A-G completion, which does correlate with our failure rates.

We have revamped and realigned and expanded some of our Career Technical Education Pathways to continue to move toward preparing students to succeed in the twenty-first-century economy as well as solving current and emerging problems in our local economy. A goal continues to be to increase the recruitment of students completing a pathway as well as meeting A-G requirements. Our five-year goal has been to increase the number of students completing a pathway by 3% each year and we have been able to do that for the past two years. We also met our goal of increasing the number of English Language Learners and students with disabilities completing a pathway these past two years. Both will continue to be a focus as we move forward since both populations make up a large number of our students in the CTE programs.

Our current A-G and CTE completion rates show that we are not meeting our SLO "believe". To reach the goal of 100% of our students becoming college and career ready, we must increase the number of students successfully passing A-G courses as well as the number of students successfully passing our CTE courses. While our counselors are meeting with students on a yearly basis to keep students on track and steer them toward completing these requirements, we acknowledge that more must be done in the classroom to motivate students to become college and career ready.

Failure Rates

Academic eligibility at SHS is determined by overall GPA and the number of F grades. Students who have below a 2.0 GPA and or 2 or more F grades are categorized as academically ineligible for the following grading period.

Current Data Trends

- Academic ineligibility for all students has increased 29% over the past two years with the 2020-2021 school year reaching an all-time high of 36% academic ineligibility.
- EL ineligibility rates continue to hover in the 50% range, which is 10% higher than pre-covid.
- Newcomers, Long Term English Language Learners (LTEL's) and Redesignated English Proficient Students (RFEP's) who are on watch continue to struggle academically. Both Newcomers and LTEL's tend to average a 54% ineligibility rate, which is 21% higher than that of all students.
- We have seen a small academic improvement in our LTEL's this past school year as their average ineligibility rates are comparable to pre-covid rates.

- We have seen academic improvement in our EL students that are also SPED students in the past 2 years. Their average academic ineligibility rate has improved from an average of 53% to 35%.
- Our entire SPED population overall has improved academically over the past 2 years and this population is performing as they did prior to COVID-19.
- We have seen a 10% to 20% increase in the failure rates of our academic core classes over the past two years.
- Our sophomores continue to struggle the most with close to 20% having failed 3 or more classes during the past school year as compared to our freshman class who only have a 13% failure rate.

IMPACT

Our current failure rates for our special populations, in particular our EL populations, show that we are not meeting our SLO of believing in that not all 100% of our students are engaging in a rigorous curriculum and achieving A-G compliance and or CTE completion due to their failure in a number of courses.

We have utilized our Enrichment Period to provide additional academic support since 2013 and had success, in particular with our ELL population, however with the overall increase in academic ineligibility it has made it increasingly challenging to meet the needs of the ELL population with the addition of so many students in need of additional academic support. In order to better meet the academic needs of all students, we have implemented a number of new intervention classes this school year to better support students at their academic levels. This includes reading intervention, transitions classes with new curriculum to support our SDC and RSP students, math interventions (Bridge to Math, Common Core Math and Algebra), Intervention Opportunity Class for students with additional behavior needs, Expanded Learning summer school options, and credit recovery during the school day.

Prior to the Pandemic, we had worked to improve the use of instructional strategies for our ELL population and we have continued to do so, however, this population has struggled with attendance and work completion the past 3 years. We do see the need to continue to differentiate our instruction and look at ways to support our ELL population during the school day.

Graduation Report

Graduation Rate

	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Graduation Rate	93.70%	93.60%	0.90%	90.10%	92.50%
Graduates Earning a Seal of Biliteracy	3.60%	5%	0%	3.70%	8.10%
Graduates Earning a Golden State Seal Merit Diploma	4.60%	7%	0%	8.80%	30.20%

Post Secondary Status**SHS to College Report from SCCCD**

Graduating Class	4yr College/ University	Community College	Vocational Ed or other Post-Secondary	Military	Straight to Career or Other Plans	Applied for Scholarship/ Financial Aid
2020	94	253	16	12	48	300
2021	37	208	7	6	16	300
2022	65	47	2	1	1	350

Current Data Trends

- The overall cohort graduation rate has dropped 3% in the past few years.
- We have seen an increase in our percentage of students earning a Golden State Seal Merit Diploma.
- Our Asian and White populations have maintained slightly higher graduation rates than our Hispanic populations.
- We have seen an average percent decrease of 7% in our EL graduate population when comparing the average graduation rate (2017 to 2019) to the 2021 graduation rate..
- The graduation rate for our students with disabilities has had an average percent increase of 11%.
- The graduation rate for our migrant students has had an average percent increase of 2%.
- The overall dropout rate has increased slightly since the Pandemic.
- Current data shows inaccuracies in the college-going rate for SHS students.

IMPACT

After close analysis of the data we see that our EL dropout rate is higher than we would like even though it did decrease in 2021. We have had an increase in overall enrollment for both of these populations over the past few years. This is an area of concern.

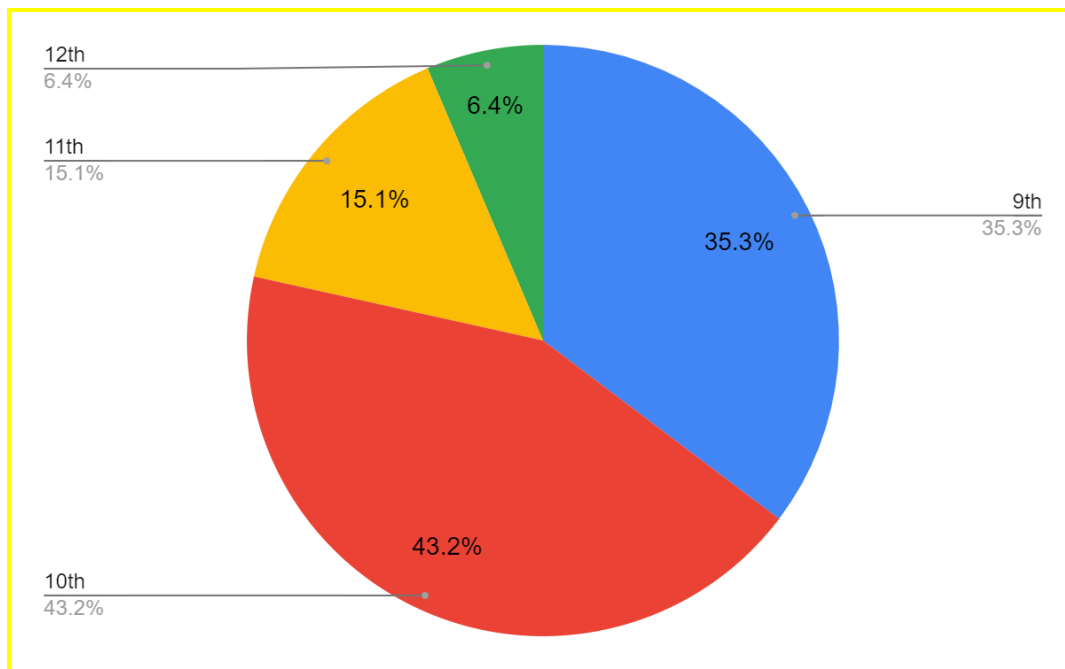
One of our SLO's is that all members of the Selma High Community are **ACCEPTING** of their role in our student's education and that all students will graduate. While we are short of our 100% goal of all students graduating from SHS, we have diligently worked over the past year to provide more **opportunities** for students to recover credits and graduate from SHS. Such opportunities have included the 2022 Expanded Learning Summer School Program in which over 1,000 classes were made up and the number of Tier 2/3 behavioral supports we have implemented to support students and help them get back on track.

SCHOOL CLIMATE

Suspension & Expulsions Rates

	2017-18	2018-19	2019-20	2020-21	2021-2022
Suspension Rate	6.3%	6.1%	6.4%	0.3%	8.0%
Expulsion Rate	0.2%	0.2%	0.2%	0%	0.8%

BEAR Center Referrals



Current Data Trends

- Excluding the 2020-21 school year, the number of students suspended has remained fairly consistent since the 2017-18 school year, with a slight increase last year as we returned to our first year back to 100% in-person instruction.
- English Language Learners, students with disabilities and our male students are being suspended at a rate that is slightly higher than the overall student body.
- With the exception of the 2020-21 school year, the expulsion rate has remained the same over the past 3 years at 0.2%
- As seen with past data freshman and sophomore students make up over 78% of student discipline referrals, with 54% of the referrals being received by male students, 25% by EL's and 19% by SPED students.

IMPACT

SHS believes in being proactive and **setting students up for success** when it comes to behavior expectations both during the school day and during co-curricular and extra-curricular events. Behavior expectations are visible all over campus and schoolwide expectations are formally taught at the start of every semester by classroom teachers and revisited 6 weeks into the semester and as needed. SHS has implemented the **Positivity Project** this year, in conjunction with our Bear Lessons, to empower our students to build positive relationships and become their best selves.

According to the **School Suspension: High School Five-by-Five Colored Table**, the 2019-2020 suspension rate for SHS was in the orange performance level. SHS had a 6.4 suspension rate which was a 0.3 increase from the prior year. Our male students, students with disabilities and our English Language Learners are all subgroups with higher than average suspension rates. Our students with disabilities were in the red with an 11.2% suspension rate and an increase of 3.4 from the previous year. In 2019-20, 40% of our suspensions were for drugs and 46% were for violent incidents without injury.

Due to the increase in behavioral issues, SHS recently, 2022-2023, implemented a new **School Wide Behavior Management System** including a **3 Step Progressive Discipline Policy**, a **Tardy Policy**, a **Cell Phone Policy**, and a **Non-privilege Policy**, all of which were extremely welcomed by teachers and the Board of Trustees. Dr. Pickle established the Bear Center, which is a behavior intervention room for students and a lifeline for teachers. The assistant principal runs the room in charge of discipline and his team.

Our **current data** from the Bear Center shows that we are making progress toward our SLO of "respecting", by holding students accountable for their actions. To date, we have had 1390 visits to the Bear Center that have resulted in an intervention. Our focus is to teach students our expected behaviors and hold them accountable early on to ensure that further issues do not arise and that they learn the necessary behaviors to become productive members of society. The SLO of "respecting" focuses on students demonstrating integrity and respectful behavior while on campus, at school events, and outside of school.

California Healthy Kids Mental Health Report

California Healthy Kids Survey Data

Perception Data

California Healthy Kids Mental Health Report Data					
	Chronic Sadness	Considered Suicide	Social & Emotional Distress	Life Satisfaction	Optimism
2019 (Grade 9)	40%	15%	–	–	–
2022 (Grade 11)	42%	16%	33%	57%	41%

Current Data Trends

- According to our Back to School Survey in the Fall of 2021, 78% of students knew where to go for academic support, 64% knew where to go for emotional support and 68% agreed that there is an adult on campus they can go to for support.

- Upon returning back to school full-time in 2021, students enjoyed seeing their friends (85%), made positive connections with friends (60%) and felt that the environment was positive overall (61%). Students were concerned about academics (69%) and their health upon returning to in person instruction (51%).
- Students enjoy having time during Enrichment Period to complete assignments, see a teacher they need to see as a result of absences, study and join enrichments they may not have time for outside of the school day.
- During Enrichment Period, students appreciate teachers who sit with them and explain the material, encourage them, and those that have a sense of humor.
- According to our SPSA Survey for 2022-23, parents would like to see more enrichment activities (72%), and professional learning for staff in intensive supports for students (66%). Staff would also like to see additional intervention supports for students (50%) and translation supports (60%).
- There is a lack of parent participation.

IMPACT

Our MTSS Team uses the results of the above-mentioned surveys to heavily assess how students are doing regarding social-emotional health in the areas of school connectedness, academic motivation, physical and social safety, mental health, substance abuse, sleep habits and other attitudes towards school climate-related issues. According to perception data, we need to increase students' connectivity on campus and increase the amount of social/emotional support that they are receiving. The results of this data is used to guide the work of our team and have led to the hiring of additional mental health support staff (an at-risk counselor, a full-time social worker, 2 PBIS aides and an additional part-time mental health clinician) by our district and the implementation of the Bear Center and the continued use of the [Student Support Form](#).

SHS is also implementing [The Positivity Project](#), district-wide, to empower students and staff to build positive relationships. [Positivity Project Lessons](#) are being taught by elective teachers on a bi-weekly basis and we have implemented a schoolwide focus on the 5 elements of the [Other People Mindset](#) in order to help both staff and students become their best selves.

ATTENDANCE DATA

Chronic Absenteeism

	2017-2018		2018-2019		2020-2021		2021-2022	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
All Students	172	9.20%	189	10.20%	168	9.30%	716	38.3%

Current Data Trends

- SHS has seen the chronic absenteeism rate fluctuate slightly from 2017-18 to 2020-21, hovering just under or just above the 10% mark.
- Our English Language Learner population falls in the orange level, which is a concern, and has sustained a 14% chronic absenteeism average since the 2018-19 school year.
- Our homeless population continues to have high absenteeism, over 27% for the past two years.
- We have had a significant decrease (6.9%) in chronic absenteeism among our students with disabilities from 2017-18 to 2020-21.

- When comparing the number of students who have been chronically absent over the past few years, there has been little fluctuation within our ethnic populations.
- We have seen a 2% rise in absenteeism among our male students since 2017-18.

IMPACT

As one of our SLO's states, SHS expects students to accept the role they play in their education and value their attendance so they can learn effective habits that will help them to be successful in their post-high school life. We are happy to report that according to our 2020-2021 chronic absenteeism rate for SHS is 9.30%, which is well below that of the state average (14.3%), the county average (17.8%) and our district average (14.3%). Students at SHS do struggle with absenteeism and tardiness and we are aware that 9.3% is close to 10% which we want to avoid, however, new measures have been taken by the administration to hold students more accountable for their truancies and we are looking forward to seeing improvements in student attendance as a result.

We have implemented a new [Tardy Policy](#), a new [Non-Privilege Policy](#), and both the site and District have worked diligently to contact parents by phone, mail and in-person visits on a regular basis to help ensure student attendance. SHS has also brought on two PBIS Aides who are working with students with chronic absenteeism through Check In Check Out as a result of truancies. SHS also has a brand new on-site social worker who is primarily responsible for visiting families whose students have chronic absences. While we do not have a daily attendance rate of 100%, we do believe that these new efforts will help us achieve our goal of increased student attendance.

Professional Development

Selma High School is committed to finding and providing professional development both to the whole staff but also to departments and individuals to work to improve our collective ability to meet student and stakeholder needs. Providing Tier 1 and Tier 2 interventions is a priority as well as building relationships with all stakeholders. This is a focus moving forward.

Co-Curricular & Extra-Curricular Activities and Campus Life

In addition to the enduring academic preparation that we offer students, we also endow our students with far-reaching life experiences beyond the classroom through a wide range of excellent co-curricular and extracurricular opportunities. Various student clubs, an active Associated Student Body (ASB), an award-winning student newspaper called the Clarion, provide students many opportunities to explore activities and enjoy life outside the classroom. Over the past four years, ASB has expanded the range of clubs, social activities, and community service options available to all students on campus.

Athletics

Selma High School provides a well-rounded program of interscholastic athletics for both young men and women. Our athletes are motivated to push themselves in their studies and provide an example for our student body of effective time management, sportsmanship and school spirit. Our athletic program is an integral part of the educational process and provides a positive learning experience for students who participate. Selma High Athletics is proud to be one of the first comprehensive high schools to add Girls Wrestling 10 years ago and today have accomplished 12 state champions with back-to-back-to-back Team State Titles.

As a means of carrying-out one of our SLO's which is to ENCOURAGE students to become involved in their campus and their community, our activities director and our athletic director are both working with staff to

increase the number of students participating in both co-curricular and extra-curricular activities. One of the goals of our new activities director is to increase the participation of both staff and students in both on campus and off campus events. One of the goals of our athletic director is to bring boys volleyball to campus and to increase the number of student-athletes to enter our brand new Sports Medicine Pathway.

IMPLICATIONS OF THE DATA

- Ineligibility rates have increased. Sophomores in particular continue to struggle the most academically.
- There is a significant achievement gap when comparing CAASPP Assessment data among our English Language Learners and students with disabilities to our overall population.
- Interventions such as reading intervention, math intervention and credit recovery options are needed.
- Re-establishing what it takes to be a BEAR is needed in order to ensure our SLO's. Specifically our CTE completion, A-G completion, and our graduation rate.
- Increase parent communication and involvement.

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math assessments as well as increase EL reclassification.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources to ensure that students graduate college and career ready.

IMPORTANT QUESTIONS RAISED BY ANALYSIS OF STUDENT PERFORMANCE DATA AND DEMOGRAPHIC DATA

- How do we support students who are struggling in core classes, especially math?
- What types of assistance and guidance can we implement in order to increase the school's A-G completion rate? CTE completion rate?
- What support can we put in place for our students with disabilities and our English Language Learner populations to increase student achievement on CAASPP assessments, meeting A-G requirements and completing CTE pathways?
- Are there ways we can more regularly monitor our progress as we look towards building our next action plan?
- How can we increase school connectedness for all students and parents?

Chapter III

Self-Study Findings

WASC Criteria:

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1 Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

A1 - Vision and Purpose Criterion

A1.1 Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.1 Findings	Supporting Evidence
The mission of Selma High School is "Every Student Achieving High Expectations" and is supported by our Positive Behavior Interventions & Supports (PBIS) Selma High's 5 of Believing, Encouraging, Accepting, Respecting, and Supporting. Evidence of both the mission and of Selma High's 5 can be found campus-wide in classrooms, the dining hall, the library, the	<u>Mission, Vision & SLO's</u>

office, the gym and hallways, reminding our staff and students of our commitment to academics and a positive community culture.

Selma High School holds a commitment to providing ALL students a rigorous course of academics, opportunities to develop individuals' social/emotional well-being, and a positive education experience. Our school mission statement demonstrates our dedication to all of our learners and was created with input from staff and other stakeholders.

Our updated Student Learning Outcomes (SLOs) are based off of the five tenets of our PBIS implementation of the BEARS. These tenets were created with input from the student body and staff and are known school-wide. The SLOs have changed to align with the site SPSA and the LCAP goals. The vision, mission and SLOs continue to drive the direction of SHS and are aligned with the LCAP goals while also addressing the Common Core Standards.

As part of the process of preparing our teachers to work in Professional Learning Communities this academic year, the following core beliefs were established:

- We believe **ALL Students** are capable of learning at **High Levels**. "High Levels" - Grade Level or Higher.
- We believe **ALL Students** will learn **Because of What We Do**.

Selma High School embraces the purpose of PLC's and practices the core concepts of Professional Learning Communities at work. With our commitment to weekly collaboration and with the conviction that we must commit to an intentional, system-wide model, we agreed and set the following goals:

- To raise all students' achievement.
- To close achievement gaps between sub-groups.
- To ensure a safe environment.

The SLOs, mission statement, vision statement and principal's message share a clear connection to the core beliefs that all students at SHS are capable of learning at high levels when we provide the proper social-emotional supports and learning environment. With our renewed focus on academics (being A-G compliant), college and career guidance, collaboration and communication skills, critical thinking and problem-solving skills, extracurricular involvement, and establishing integrity, it is clear that when providing students the proper environment with robust research-based strategies, we believe students will succeed.

[Presentation to Staff August 2022](#)

[Class Assemblies August 2022](#)

[2022-2023 SPSA](#)

[PLC Presentation to Staff August 2022](#)

[Parent Student Handbook 2022-2023](#)

A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2 Findings	Supporting Evidence
Selma High School revisits the mission, vision and SLOs each year in an effort to ensure that they continue to reflect our school community. Since our last	

<p>WASC mid-cycle visit, we revisited our SLOs and determined it best that our SLOs align with our SPSA and LCAP. We also determined that our SLOs should be measurable. This provides a clear expectation for students and staff as to what we are focusing on and expect of Selma High graduates.</p> <p>The Single Plan for Student Achievement (SPSA) is revised annually and is aligned to both the vision and mission of the school and the district LCAP. Additionally, this guiding plan is evaluated for efficacy and relevancy by several parent/community advisory committees as well as site and district stakeholders. This includes but is not limited to our School Site Council Committee composed of parents, staff, and students, our English Language Advisory Committee, our teachers, our site administration, as well as our district administration. This guiding plan clearly outlines the goals and allocating of funds for our site as a means to align programs and people to work towards common goals.</p> <p>The most recently revised SPSA for the 2022-2023 school year contains four goals. These goals serve as the roadmap for teachers and students in hopes to address the needs of all students.</p> <p>While our SLO's are known by all staff, SHS recognizes that we need to emphasize our SLO's and how they are measured with all stakeholders.</p>	<p>Mission, Vision & SLO's</p> <p>2022-23 SPSA Selma High School</p>
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A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

Indicator: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3 Findings	Supporting Evidence
<p>The school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, schoolwide learner outcomes and the SUSD LCAP by making these statements readily available in a multitude of ways. Communication pathways include, but are not limited to, Back to School Night, Moving on to Selma High Night, School Site Council and ELAC meetings, the Student-Parent Handbook and the school and district websites.</p>	<p><u>Parent Student Handbook 2022-2023</u></p> <p><u>SHS Website</u></p>
<p>Commitment by other stakeholders is evident in various ways. Parents participate in surveys and attend school events, such as those listed above. Additionally, the advisory groups in our CTE pathways include parent and community input on curricular, cultural, and operational matters. Though we are proud of the number of parents that attend these meetings, we always wish to see an increase in parent participation, overall.</p>	<p><u>SUSD Website</u></p> <p><u>Certificated Staff Survey Results</u></p>
<p>According to our most recent survey data, certificated staff is very familiar with our SLO's (91%), however, only 51% of certificated staff report that they are familiar with how our SLO's are measured. 51 % of certificated staff report that they feel SHS has high standards for academic achievement. With our mission being "Every Student Achieving High Expectations", this is an area that we as a</p>	<p><u>Parent Survey Results</u></p> <p><u>Student Survey Results</u></p>

staff must refocus on now that we are moving forward following the COVID-19 Pandemic.

When parents were asked how SHS prepares all students to meet our SLO's parents replied with high marks in 4 out of the 6 areas they were asked about. On the SHS Parent Survey, 81% of the parents who responded to the survey stated that they believe that SHS prepares students to be college and career ready with a rigorous A-G/CTE curriculum and 93% of the parents stated that SHS expects their student to graduate. 96% of parents reported that SHS expects students to attend school and 90% reported that SHS expects students to demonstrate respectful behavior at all times. The two lower scoring areas include 73% of parents reporting that SHS encourages their student to become involved in school and in the community and 74% also reported that SHS provides a supporting environment that helps to develop collaboration, communication, critical thinkers and problem solvers.

SHS students on the other hand feel that SHS has high academic standards (75% of students surveyed agreed or strongly agreed) and 86% of those surveyed agreed or strongly agreed that SHS prepares them for college and career and has a rigorous A-G/CTE curriculum. 90% of students surveyed stated that they "hold themselves accountable and do their best everyday". While our staff respects what students have reported this is not the feeling among staff. Many staff members have commented on the lack of motivation from students (this has dramatically increased since COVID-19) and the attention span of students being quite challenging to maintain.

[Back to School Night Parent Square](#)

[Moving On to Selma High 2021 Virtual Presentation](#)

[Open House Parent Square](#)

A2 - Governance Criterion

A2 Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

A2.1. Understanding the Role of the Governing Board and District Administration

Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1 Findings	Supporting Evidence
<p>There are several methods for stakeholder involvement in the district:</p> <ol style="list-style-type: none"> 1. Public comment at school board meetings 2. Public Meetings in the district Local Control and Accountability Plan 	<p><u>SUSD Board Agendas</u></p>

<p>(LCAP)</p> <ol style="list-style-type: none"> 3. Meet and Confer meetings between Superintendent Dr. Shepherd and teachers 4. DCPR 5. SUTA Meet and Confer and SUTA Negotiations 6. Principal's Meetings <p>Selma Unified School Board Agendas are published on the Selma Unified School District website approximately one week in advance of all SUSD Board meetings. The public is invited to attend SUSD Board meetings in person or via the ZOOM link provided on the district website. Instructions on how to give public input can be found under "Online Board Meetings" also located on the district website. Stakeholders are also encouraged to email Board members when they have questions or want to provide feedback.</p> <p>The community continues to support the SHS mission, vision and SLO's, as is evidenced by the recent passing of yet another bond, Measure L, that was passed by a vote of 57% in Nov. 2022. This bond will help to fund much needed school facility improvements. Our last bond, Measure O, was passed in 2016.</p> <p>While we appreciate the community's support in passing Measure L and those who do serve on our various parental and community committees, we would like to have more parental and community involvement and input, particularly with regard to student learning and commitment to our SLO's.</p>	<p>Online Board Meetings</p> <p>SUTA & District Meet and Confer Notes</p> <p>Example Teacher & Dr. Shepherd Meet and Confer Agenda</p> <p>SUSD LCAP</p> <p>LCAP Public Input</p> <p>Board Briefs</p>
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A2.2. Relationship between Governing Board and School

Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2 Findings	Supporting Evidence
<p>The roles and responsibilities of the governing board and the professional staff throughout the school district are clearly communicated through a variety of forums. The governing board reviews district and site data. In addition, the principal reports on the progress of the site (toward goals outlined in the Single Site Plan as well as the LCAP) to the superintendent and to other governing cabinet members. Such reports include information regarding the evolving culture and school climate as related to the district goal to improve student connectedness. Through such meetings, the governing board and the district administration provide additional input for the continued alignment of the site vision, mission and SLOs with district goals.</p> <p>To better inform stakeholders of current expectations and initiatives, Superintendent Dr. Shephard has implemented bi-monthly Board Briefs, which provide highlights from the most recent board meeting. Board Briefs are sent via email to all SUSD staff and board members and are also posted on the SUSD website for all SUSD families.</p> <p>Through this communication, the Selma Unified School District Board of Education and Selma High School work cohesively to educate students in preparation for their future endeavors. The SUSD Board of Education takes</p>	<p>Board Briefs</p> <p>Board Minutes</p> <p>Ed Services Newsletter</p>

great pride and responsibility in providing exceptional educational opportunities to all students and board policies and their actions are supportive of our mission, vision and SLO's. Their clear descriptions of expectations, roles and responsibilities is evident in their many forms of communication.

A2.3. Uniform Complaint Procedures

Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3 Findings	Supporting Evidence
The Uniform Complaint Procedures are made available to parents and stakeholders via the District Website and the District Parent Student Handbook. Complaints also are addressed in person by the principal/superintendent.	Selma Unified Parent Student Handbook 2022-2023 pg. 8 Board Policy 1312.3

A3 - Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

A3 Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A3.1 Broad-Based, Inclusive, and Collaborative

Indicator: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1 Findings	Supporting Evidence
<p>Selma Unified School District Leadership holds meetings throughout the school year to discuss the LCAP and gather feedback from various stakeholders based on our student data. As a site our SSC and ELAC committees also meet throughout the school year to analyze student and site data and to monitor our site goals to ensure a continuous cycle of assessing, collaborating and monitoring is taking place.</p> <p>SHS utilizes technology to improve communication, gather input and collaborate with all stakeholders. Surveys are sent to parents, staff and students in order to gather a wide range of stakeholder input. The survey data is reviewed and used by SSC and ELAC during the improvement cycle. While this method of gathering input is effective, SHS recognizes that we must work</p>	<p>SSC & ELAC Agendas</p> <p>SSC & ELAC Minutes</p> <p>SSC & ELAC Presentations</p> <p>2022-23 SPSA Selma High School</p>

<p>to increase participation by all stakeholders.</p> <p>SHS would benefit by scheduling designated time as an entire staff together to review data and involve all staff in the decision-making, responsibility, and reflection on actions taken to facilitate and support student college- and career-readiness. While this did take place at the start of this school year, it would be beneficial to meet as a staff multiple times a year.</p> <p>Selma High School's broad-based, collaborative planning process is primarily fostered through our Professional Learning Communities, which focus on our critical learner needs and SLO's. Teachers meet every Tuesday during Site PLC time. Each teacher is assigned to a primary and secondary subject matter PLC. The PLC groups each have a leader, who runs the meetings. During PLC meetings, teachers discuss/revise curriculum and share instructional practices. Common chapter and unit assessments, as well as common final exams, have been the norm for the past six years among all departments, however, CFA's have been used intermittently. As a site, we recognize that more needs to be done to ensure intervention is taking place in a timely manner to ensure that students are learning prior to the end of a chapter/unit assessment.</p> <p>With the start of our second year back to in person learning, becoming a high-functioning PLC is a 2022-2023 district and site goal for every PLC in SUSD. PLC's are not a policy and procedure meeting. The PLC process is a vehicle for us to learn from each other for improved student achievement. Core Beliefs and PLC Goals were established from the start of this school year and can be found above in A1.1.</p> <p>From the start of the 2022 school year core departments were tasked with:</p> <ul style="list-style-type: none"> • Building a CFA Calendar (to be shared with Dr.Pickle) • Divide the PLC into Primary PLC's (to be shared with Dr.Pickle) • Construct CFA's (data to be shared with Dr.Pickle) <p>All elective departments were tasked with:</p> <ul style="list-style-type: none"> • Develop 5 ways to infuse Math and Language Arts into their curriculum (work with the Math and ELA Departments for best practices) • Building a CFA Calendar (to be shared with Dr.Pickle) • Construct CFA's (data to be shared with Dr.Pickle) <p>All departments have been tasked with comparing and evaluating the results of their CFAs, which then informs the direction of their instruction and the necessary interventions that should be put into place. While Tier 1 interventions are being implemented in various classrooms, our staff recognizes that this is an area of growth schoolwide and will be a focus of PLC's in the coming years.</p> <p>The development of essential standards, unit plans, pacing guides, and common finals has helped us place greater focus on student learning and is in direct alignment with the principal's action plan to increase student achievement via the use of data. We recognize that our CAASPP scores in Math as well as our Math 1 failure rates need attention. Our ELL students and</p>	<p><u>Selma Unified 2022-2023 LCAP</u></p> <p><u>Parent 2022-23 Selma High School SPSA Input</u></p> <p><u>2022-23 Selma High School SPSA Input</u></p> <p><u>PLC Presentation to Staff August 2022</u></p> <p><u>Superintendent's Imperatives 2022-2023</u></p> <p><u>Math Department CFA Calendar</u></p> <p><u>Board Data Presentation, Math 2022-23</u></p> <p><u>English Department CFA Calendar</u></p> <p><u>Board Data Presentation ELA 2022-23</u></p> <p><u>Science Department CFA Calendar</u></p> <p><u>Social Studies Department CFA Calendar</u></p> <p><u>Example Pacing Guide</u></p>
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<p>students with disabilities are both underperforming in ELA and in math according to the CAASPP Assessments. Addressing these needs will help to improve graduation rates for all students as well as improve our A-G completion rate and our overall college and career indicator.</p> <p>Data is being analyzed in PLC's and was analyzed by the whole staff at the start of the school year. This has been a practice prior to COVID -19, and with our new principal it appears as though this will be the protocol moving forward. More frequent analysis of data site wide would help to maintain a clear direction and focus and could lead toward site wide academic improvement.</p> <p>Dr. Pickle presented "Digging into Data" on 8/17/22, and led the entire staff with 3 statements: data will drive our conversations, some of the conversations will be tough and this is a reflection of us. We are focused on using data to inform and drive our instruction, and our CFA data will continue to lead us as we plan for enrichments and interventions based on student need. This work is continuing with PLC's on a weekly basis.</p>	<p><u>Digging into Data Staff Presentation by Dr.Pickle 8/17/22</u></p>
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A3.2. School Action Plan/SPSA Correlated to Student Learning

Indicator: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.2 Findings	Supporting Evidence
<p>Selma High School's Single Plan for Student Achievement (SPSA) is directly correlated to and developed based upon the needs of students and the SUSD LCAP. The school administration ensures that the analysis of student achievement of the critical learner and college and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the SUSD LCAP.</p> <p>The staff's commitment to analyzing data associated with the attainment of Schoolwide Learner Outcomes (SLO's) during PLC and Staff Development time, provides awareness to staff for the adjustment of instruction and intervention based upon student need.</p>	<p><u>SSC & ELAC Agendas</u></p> <p><u>SSC & ELAC Minutes</u></p> <p><u>SSC & ELAC Presentations</u></p> <p><u>2022-23 SPSA Selma High School</u></p> <p><u>Selma Unified 2022-2023 LCAP</u></p>

A3.3. Collective Accountability to Support Learning

Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3 Findings	Supporting Evidence
<p>Selma High School promotes shared leadership through several means including the Site Leadership Team, the Academic Council (Department Chairs), the Professional Learning Communities, the School Site Council and the English Learner Advisory Committee. Decisions regarding practices,</p>	<p><u>SSC & ELAC Agendas</u></p>

<p>programs, actions, and services that support student learning are made via these groups based on student data. SHS continues to look for ways to involve more stakeholders to become involved in the decision making process.</p> <p>The School Site Council develops and approves the professional development plan and guides much of the budget, with input from ELAC, but staff and parents are given responsibility through surveys to help decide how to spend discretionary monies to ensure site goals can be met.</p> <p>The Academic Council meets monthly with the site administrative team to discuss practices, programs, actions and services that support student learning. The Academic Council members then report back to their PLC's and gather input as needed.</p> <p>While SHS promotes shared leadership we have found in the past few years that staff is not as willing to participate in additional leadership opportunities that are held outside of the school day. According to the Staff Survey, 52% agreed or strongly agreed that SHS promotes shared leadership. We believe that the relationship between the certificated and classified unions with SUSD has played a major role in our staff's willingness to go above and beyond. Both unions have been in negotiations on a yearly basis for quite some time, and the turnover at the district office and our site administration has been challenging for our veteran staff and affected staff morale.</p>	<p><u>SSC & ELAC Minutes</u></p> <p><u>Sample Leadership Team Agenda</u></p> <p><u>Sample Academic Council Agenda</u></p> <p><u>2022-23 Selma High School SPSA Input</u></p> <p><u>Certificated Staff Survey Results</u></p>
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A3.4. Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4 Findings	Supporting Evidence
<p>The school and district work to foster a positive working relationship between the unions and management. Union representatives who are on the Site Committee for Problem Resolution, SCPR, meet with the principal on a monthly basis and discuss any matters of concern brought forth by any member of SUTA (Selma Unified Teachers Association). Site administration also has an open door policy in which any site member can discuss a concern with the administration. Union representation is always welcome to join discussions between management and membership. Union representatives also sit on hiring panels for many positions.</p> <p>If a concern cannot be addressed at the site level, or a resolution is not met, items of concern are taken to the District Committee for Problem Resolution (DCPR). This committee meets monthly to discuss and resolve issues not resolved at the site level through the SCPR process.</p> <p>Internal communication includes face-to-face and email conversations, PLC meetings, collaboration during staff development meetings, discipline meetings, staff meetings, and the weekly principal's newsletter, called the Weekly Bytes.</p> <p>Staff members are encouraged to resolve any differences they may have with</p>	<p><u>Weekly Bytes</u></p> <p><u>SCPR Form</u></p> <p><u>SCPR Agenda and Minutes</u></p>

other staff members. If a mutually agreed upon resolution is unable to be reached, then a third party can mediate. If needed the administration can help with mediation and communication. Additionally, the bargaining unit has representatives that can work with the staff to find a positive resolution. Staff has found that this process has been effective with resolving issues.

A4 - Staff: Qualified and Professional Development Criterion

A4 Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1. Qualifications and Preparation of Staff

Indicator: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1 Findings	Supporting Evidence
<p>All tenured staff are properly credentialed. Teachers who are hired on an intern or emergency credential basis are in the process of completing any credentials needed under supervision of the district. Selma Unified School District's Human Resources Department monitors the hiring and the credentialing process annually by reviewing California Board of Education information. First-year new teachers, upon being hired, are supported through enrollment in the Fresno County Superintendent of School Teacher Induction Program where they are matched with a mentor teacher on our campus. This program allows teachers to clear their credentials.</p> <p>Along with that, SHS has a TOSA and Department Chairs who assist new teachers. These instructional leaders regularly meet with and mentor the new teachers to provide guidance and support. Our district also provides Site PLC Tuesdays for professional collaboration and Professional Learning Communities (PLC).</p> <p>The master schedule of course offerings is developed in collaboration with department chairs, and then approved by the Deputy Principal and Principal. This process ensures attention to teacher qualification and preference.</p>	<p><u>Teacher Induction Program Website</u></p> <p><u>Certificated Teacher Evaluation Form (APPENDIX A FORM A.1)</u></p> <p><u>Sample Email from TOSA to New Staff</u></p> <p><u>Master Schedule</u></p>

A4.2. Professional Development and Learning

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2 Findings	Supporting Evidence
<p>Professional learning is a priority in SUSD, and there are a variety of professional development opportunities offered. The District sets aside five full days each school year that are specifically designated for professional development. These professional development days can include both in-house and out-of-house presenters. Individuals and departments also have the opportunity to attend relevant professional development offered throughout the county and state through funding allocated by SSC. Additional site-specific professional development can take place on Tuesdays, during Site PLC time once a month for the entire staff, specific departments and or for an individual staff member. All professional development opportunities and offerings are tied to the SUSD LCAP goals, school goals, and the site SPSA. The professional development offered supports our vision, mission, and SLOs.</p> <p>The SHS Math Department has spent a significant amount of time participating in instructional rounds and visiting other high school math departments to observe best practices. Prior to the retirement of the SHS Math Coach the department also participated in instruction rounds and was committed to improving their instructional practices. Now that we are back to full time in person instruction and have an established leadership, we hope to continue with this practice. As always peer to peer observation is encouraged and the site TOSA is always on hand to offer coaching and to assist teachers in both academic planning and behavior management strategies.</p>	<p><u>District PD Presentations</u></p> <p><u>Distance Learning Academy Agenda</u></p> <p><u>Site PD Presentation</u></p> <p><u>Site PD Agenda</u></p> <p><u>Site Professional Learning</u></p> <p><u>Mission, Vision & SLO's</u></p> <p><u>School Visit Learning Walk Protocol</u></p> <p><u>Math Department High School Visits</u></p>

A4.3. Measurable Effect of Professional Development on Student Learning

Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3 Findings	Supporting Evidence
<p>There are some effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance. However, state test scores, CFA data and district reading assessments all indicate that more work needs to be done to meet the needs of all students, especially those in our special populations such as our ELL students and students with disabilities.</p> <p>The implementation of new learning is monitored by the Administration through weekly walkthroughs and CFAs. Weekly walkthroughs have been reinstated by our district and are mandatory for the administrators on each SUSD campus. The walkthrough data is analyzed and discussed weekly during the site Administrator meetings and is presented to staff via Dr.Pickles Weekly Bytes. The walkthrough data and specified CFA data is presented to the SUSD Board of Trustees during monthly school board meetings. The walkthrough observation tool is designed by site Administration and is reflective of the site PD and classroom focus areas.</p>	<p><u>Weekly Walkthrough Data</u></p> <p><u>Weekly Bytes Oct.</u></p> <p><u>Weekly Bytes Nov.</u></p> <p><u>Classroom Focus Areas</u></p>

<p>Course alike teams meet regularly as PLC's (every Tuesday) to discuss, modify, adjust, differentiate, and discuss evidence based instructional strategies to re-teach curriculum based on formal and informal data collected from CFA's/IAB's/Summative Assessments. PLC's compare assessment results and discuss ways to improve instruction for all populations keeping in mind the critical learner needs and the SHS SLO's.</p> <p>A variety of staff development opportunities help keep the faculty focused on academic standards and Student Learner Outcomes. Data from previous years is used to create an action plan and areas of focus for the upcoming year. Teachers who desire to attend professional development training must meet with the principal who, in turn, submits a PD pre-approval for potential training. Every request must fall within one of the goals specified by the superintendent and must be approved by the board. Teachers are provided training when they are expected to teach specialized courses such as AP courses, Read 180 classes, and NGSS.</p>	<p>PLC Agendas</p> <p>Professional Learning</p>
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A4.4. Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4 Findings	Supporting Evidence
<p>SHS implements effective supervision and evaluation procedures in order to promote professional growth of staff through the evaluation process. Per the Collective Bargaining Agreement, the evaluation process is as follows: all probationary, temporary and intern teachers are formally observed a minimum of twice a year, once in the fall and once in the spring ending in one final evaluation with a recommendation or not for future employment. Permanent employees who have taught for less than six years also fall under this evaluation process. Permanent employees with at least six years of experience, who are highly qualified and were rated a four "exemplary exceeds standards" in all of the overall standard ratings on the Certificated Teacher Evaluation Form are formally observed and evaluated every three years. All evaluations are measured through the California Standards for the Teaching Profession and a detail is written for each evaluation. Pre and post observation conferences are held and feedback is given. Administrators also conduct weekly classroom walkthroughs (50 in total each week) and provide feedback to staff. The weekly walkthroughs provide an opportunity for administration to be seen by both staff and students and help to establish expectations both inside and outside of the classroom. The walkthroughs also provide administration with insight into professional development needs of our staff as well as classroom management issues.</p>	<p>Certificated Teacher Evaluation Form (APPENDIX A FORM A.1)</p> <p>Certificated Employee Evaluation Process pgs.40-46</p> <p>Weekly Walkthrough Data</p>

A4.5. Communication and Understanding of School Policies and Procedures

Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5 Findings	Supporting Evidence
<p>The SHS Faculty Den/SHS Staff website was developed to be a more visually pleasing and organized way to present our policies and procedures. Specific to our site, teachers receive the Selma High Teacher Handbook at the beginning of the year in digital format as well as administrative duties. This handbook outlines the roles and responsibilities of site administration, reiterates the teacher responsibilities, as well as various information pertinent to the operation of Selma High. Staff can request a hard copy if they would like one. Throughout the school year issues and questions are addressed by revisiting and re-directing individuals to sections of the handbook through SCPR and DCPR. Additionally, staff is provided the opportunity to provide input for revisions to the handbook annually, making this a collaborative, living document. Whenever a new policy is established or if there is a change in policy a staff meeting is typically held to ensure that all staff is made aware of the change and opportunities for questions and clarifications is provided. The administration has a very open door policy where staff can reachout at any time if they have a question on a policy or procedure and are in need of guidance.</p>	<p><u>SUSD Faculty Handbook</u></p> <p><u>SHS Faculty Den/SHS Staff website</u></p> <p><u>SHS Administrative Duties 2022-2023</u></p>

A5 - Resources Criterion

A5 Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

A5.1. Resource Allocation Decisions

Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school's schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1 Findings	Supporting Evidence
<p>Resource allocation is based on the primary needs of the students as identified in the district LCAP. Each year, the Single Plan for Student Achievement (SPSA) is revised and approved by the School Site Council. School goals are aligned with the LCAP, with consideration given to the SHS student populations and community's individual needs, as outlined in the vision, mission and SLOs. The school budget is written to ensure appropriate funds are allocated, in support of the school goals. There are numerous funding sources with variable categorical requirements to serve all of the departments, programs, student organizations, etc.</p> <p>Selma High School's mission statement, SLOs, and student achievement needs are the basis of all budget decisions, which must be reviewed and approved by the School Site Council (SSC), a council that includes representatives from</p>	<p><u>SSC/ELAC Agendas and Minutes</u></p> <p><u>2022-23 SPSA Selma High School</u></p> <p><u>Selma Unified 2022-2023 LCAP</u></p>

the school's major stakeholders including members of the administrative staff, classified staff, certificated staff, students, and parents. Members of ELAC also contribute their input which is taken into consideration by SSC. The distribution of resources at SHS is equitable and the allocation of funds is based on data and student groups with most need.

[Mission, Vision & SLO's](#)

A5.2. Practices

Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2 Findings	Supporting Evidence
Selma High School has an effective process based on District protocol for developing an annual budget, conducting audits, and conducting business and accounting practices. SUSD has a clear and established process for the allocation of funds which is outlined in board policies. The governing board recognizes its critical responsibility of developing and adopting a budget which is directly aligned with the district's vision, goals, priorities, LCAP, and other comprehensive plans, such as the SPSA. This budget must adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction and be approved by the County Superintendent. At the school-site level, the SPSA acts as the school budget. School budgets are then communicated through SSC and individual department heads.	<p>SHS General Ledger</p> <p>Selma Unified 2022-2023 LCAP</p> <p>2022-23 SPSA Selma High School</p>

A5.3. Facilities Conducive to Learning

Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3 Findings	Supporting Evidence
<p>The SHS campus sits on approximately 67 acres in the heart of Selma. SHS facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program.</p> <p>SHS's learning environment meets the educational, health and safety needs of students in many ways. We have five Campus Resource Officers (CSO's) and one School Resource Officer (SRO) from the Selma Police Department, who patrol the campus to ensure that students are where they should be and that they are safe. In addition, teachers supervise students on campus during break. Administration is also out and visible during lunch and break. We employ a full-time nurse, as well as a nursing assistant, to aid students with their health needs. Since the last 2017 WASC visit, we installed a security camera system and have ensured that our camera viewpoints eliminate most blind spots where issues arose. Vape sensors have been installed in all student restrooms and security fencing now surrounds our campus with an electronic safety gate at our main entrance. We consistently perform a myriad of safety drills, so that our students and staff members know what to do in the wake of a</p>	<p>Safe School Plan</p> <p>Facility Changes</p> <p>Safety - Technology</p>

<p>catastrophic event.</p> <p>A districtwide Bond Measure passed in Fall 2016, Measure O, allocating \$30.8 million for school facilities construction/replacement throughout the district and creating an Independent Citizens Oversight Committee to supervise bond proceeds spending. Since 2016, extensive remodels have been completed and a \$13 million new Football Stadium was built in 2019 complete with an all-weather track, brand new weight room, restrooms and snack bar facilities. We also have a new \$8 million CTE Building (funded through a state CTE Grant) currently under construction.</p> <p>With the addition of additional Tier 2 and Tier 3 staff, as well as additional teachers, we have found the need for additional classrooms and offices. Dr. Shepherd and the SUSD Board of Trustees have placed a new bond, Measure L on the Nov. 8, 2022 ballot.</p>	<p><u>Bond Oversight Committee</u></p> <p><u>Measure O</u></p> <p><u>Information on Measure L</u></p>
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A5.4. Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Findings	Supporting Evidence
<p>The process and procedures for acquiring and maintaining adequate instructional materials and equipment is quite effective.</p> <p>SUSD adheres to the Williams Act and therefore all instructional materials are in adequate supply for each SHS student. Teachers and students are provided with state adopted Common Core textbooks and materials to support their teaching and student learning of the state standards. New Science, Ag and math textbooks have been recently adopted. The Teacher Librarian is responsible for maintaining the textbook collection. This includes inventorying, collecting, and distributing materials. The Teacher Librarian works in conjunction with our site administration and the district curriculum department when textbook orders need to be placed.</p> <p>Teachers who notice a need for additional/supplemental instructional materials and equipment such as literature study books, calculators, lab materials, and technology, discuss such needs with their department chair who, in-turn, will submit a request to the assistant principal for review. The assistant principal then works with the principal to determine the best category of funds in which to use to fulfill the request (categorical funds, LCAP, EL funds, district CTE funds, etc.). In the event that district funds are to be used to purchase new textbooks, the district's Chief Academic Officer leads the conversation involving the appropriate materials and funding for each site. Specialized programs, such as our Career Technical Educational (CTE) program, are funded by sources from state and federal grants. Students who wish to pursue employment after high school graduation have a variety of resources available to them. Funds are also available to improve the CTE curriculum and ensure the curriculum is available to a wide variety of students.</p>	<p><u>SHS General Ledger</u></p> <p><u>SHS Supplemental Programs</u></p> <p><u>Perkins Grant</u></p>

In the Spring of 2020, SUSD moved to a one-to-one Technology Program, an initiative that resulted in the distribution of Chromebooks for each student in the district. During the 2020-2021 school year brand new Chromebooks were purchased for each student. The SHS Teacher Librarian and her library technicians ensure that students and teachers have working devices and help to troubleshoot immediate technology issues. All staff and students can also submit a Technology Work Request to the SUSD Technology Department for issues that cannot be resolved on site. All teachers have also been provided with a Macbook Air for use on and off campus.

The SHS Library has undergone an extensive makeover. Over \$75,000 worth of new furniture was provided by Measure O funds, LCFF and other district funding. Two tabletop computers for collaborative work and a large TV and stand were also purchased. Over \$24,000 of our library budget (LCFF funds) was spent on collection development. This included the purchase of fiction and non-fiction materials, Spanish books, and additional databases.

[2022-2023
Technology Update](#)

A5.5. Resources for Personnel

Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5 Findings	Supporting Evidence
<p>All SUSD hiring procedures are fair and equitable and follow the guidelines mandated by the state and district. This process includes a submission of an application and an interview by a panel composed of administrators, and other staff members, as appropriate. All teachers hired are "highly qualified" and appropriately certified to meet the needs of the students. In an effort to maintain a "highly qualified" staff, staff members are afforded a variety of professional development opportunities throughout the year. Such are centered around, but are not limited to, cooperative learning, engagement strategies, behavior management, vocabulary instruction, and PLCs. Administrators are provided with leadership training that is focused upon further development of the discipline PLC groups. New teachers are required to participate in the Teacher Induction Program through the Fresno County Superintendent of Schools and are offered additional support with a site TOSA.</p> <p>Selma Unified School District uses Keenan SafeSchools Online Training. For instance, in the 2022-2023 school year, staff has had training in the following areas:</p> <ul style="list-style-type: none"> • Sexual Harassment Prevention for Non-Managers (SB 1343) (Full Course (California)) • Bloodborne Pathogen Exposure Prevention (Full Course (California)) • Cybersecurity Overview (Full Course) • Mandated Reporter: Child Abuse and Neglect (California Full) • Password Security Basics (Full Course) • Suicide Prevention 	<p><u>SUSD Employment Openings Website</u></p> <p><u>Professional Development</u></p> <p><u>Teacher Induction Program Website</u></p> <p><u>Email from Dr. Shepherd Regarding Mandated Trainings</u></p>

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

- List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)
- List any additional identified student learner needs that resulted from the Focus Group analyses.
- In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
 - o Analyze what areas within the schoolwide action plan/SPSA need to be addressed
 - o Identify important next steps within the schoolwide action plan/SPSA.

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math Assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math Assessments as well as increase EL reclassification and graduation rates.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources.
- The current SLOs need to be more intentionally embedded into the curriculum and school culture, and we need to find ways to ensure that students are able to recognize and embody them.

Summary

Selma High School has a clearly defined vision and mission which was developed and is reviewed by the staff and stakeholders each year. Selma High's mission is "Every Student Achieving High Expectations". Selma High's vision is to reflect the characteristics of a California Distinguished High School. The mission and vision have been the guide to continued development of the Pathways and interventions to support all students. The schoolwide learner outcomes have been branded as, "Selma High's 5". Although they were once ingrained in our culture, further work is needed to ensure that they once again become the foundation of the SHS culture.

The SHS Single Plan for Student Achievement (SPSA) and the SUSD LCAP goals are directly aligned with one another. The district leadership team works with all stakeholders to provide a high-quality education to all students. The governing board and district administration keep abreast of SHS through board meeting presentations, board updates, and through the SHS student representative, who attends all board meetings. The governing board's complaint and conflict resolution procedures are in place and are easily accessible to all stakeholders. The SHS staff meets and collaborates during Tuesday Site PLC meetings.

This collaboration includes, but is not limited to, reviewing the district's goals as well as the testing/assessment data from the prior school year. Our collaboration also includes us addressing discipline-specific needs.

With input from the Academic Council, the principal and deputy principal develops and implements the yearly master schedule, which they do with full transparency. The district provides full financial support for all educational resources, deemed necessary by the staff. Selma High School's success can be attributed to a school culture that values collaboration and fosters trust between stakeholders. Administration and staff work together to evaluate, implement, and improve programs in order to create an environment that promotes student success.

Category A: Areas of Strength

We are proud that...

- The SHS staff has a clearly articulated vision and mission.
- Our SLO's are student centered and measurable.
- The SHS staff believes that all students can learn at high levels.
- The leadership team works collaboratively with the staff and all stakeholder groups to determine the needs of the students and to implement appropriate support and programs.
- The SHS teachers are actively involved in District-Professional Learning Communities.
- The leadership team collaborates and analyzes data with staff members to make informed decisions about purchasing programs to enhance student learning.

Category A: Areas of Growth

We must...

- Work to improve the understanding of and commitment to our SLO's by all stakeholders.
- Work to increase the involvement of additional parental groups in the analysis of student achievement data and in the shared decision-making process.
- Continue to implement Tier 1 interventions in the classroom schoolwide and continue to explore different ways of responding when students do not learn, especially our special population students including our ELL students and students with disabilities..
- Schedule designated time to involve all staff in the decision-making, responsibility, and reflection process on actions taken to facilitate and support student college- and career-readiness.

Category B: Curriculum

B1 Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

B1 - Rigorous and Relevant Standards-based Curriculum Criterion

B1.1. Current Educational Research and Thinking

Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1 Findings	Supporting Evidence
<p>Selma High School provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.</p> <p>Selma High School continues to use current research when creating, promoting, or providing training on district selected curriculum. The leadership team and departments examine curriculum that is aligned with the CCCSS, promotes rigor, is culturally relevant, and augments critical thinking. As Selma High School implements the CCCSS, these factors are the guiding force for curriculum development, evaluation, and changes. Selma High's curriculum is guided by the California Common Core State Standards, the California university A-G requirements, identified critical learner needs, and our School-wide Learner Outcomes (BEARS). Within our PLC's, all SHS departments have developed and utilize common curriculum maps/pacing guides to ensure all students are provided with an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards. SHS staff believe that meaningful instruction and relevant classroom experiences helps students make connections between classroom and real-world experiences.</p> <p>Selma Unified has adopted many strategies to support our SLO's of preparing students for success in a 21st Century workforce. Staff has attended numerous trainings to assist with the implementation of Common Core based curriculum, NGSS curriculum, Read 180, ERWC Modules, Desmos, AVID, Edgenuity, as well as training to support teaching practices and cooperative learning structures. All staff has received PLC training and training in Google Apps for Education. Many staff members use Kagan Cooperative Learning Structures which facilitate effective student collaboration and development as communicators. In many classes, students sit in cooperative groups, and students are encouraged to question and discuss the material presented to them. Students learn to cooperate with peers in a respectful and collaborative manner. Our student driven learning environment facilitates the development of leadership skills and reinforces student knowledge supporting our critical learner needs. These structures and skills are reinforced within all departments.</p> <p>Teachers work to incorporate various literacy strategies based on site PD to promote a more rich and rigorous curriculum for all students.</p>	<p><u>Ca Common Core State Standards</u></p> <p><u>A-G Requirements</u></p> <p><u>Mission, Vision & SLO's</u></p> <p><u>Biology Pacing Guide</u></p> <p><u>Curriculum Map ELA</u></p> <p><u>Site Professional Learning</u></p>

<p>Selma High is very much a 21st-century learning facility. All students have a district issued chromebook. All teachers have been given a macbook that can be paired with TVs in their classrooms for instruction. This utilization of technology has been shown to increase student engagement as well as prepare them for the technology demands of college and career. SHS staff implement Google Apps for Education with all teachers using Google Classroom, all students possessing the ability to communicate through Gmail with teachers and peers, and utilizing Google classroom as a means of both receiving and delivering information. Technology continues to support our SLOs by allowing access to lessons and resources that encourage students to be more involved in their academic needs and to continue to support and nurture a safe and tolerant environment (based on Selma High's 5-BEARS).</p> <p>Selma High School staff professional development days clarify the direction of the California Common Core State Standards, and departments develop curriculum, assessments, and strategies that assist students in meeting those goals through weekly PLC's. In addition, all staff at SHS have adopted the PBIS approach to discipline and classroom expectations which creates an environment which is supportive and nurturing. It is the belief on the Selma High campus that students flourish in an environment where they feel respected and understand why and how to respect others. As you walk into SHS classrooms, teachers proudly promote and embody the schoolwide learner outcomes of the "BEARS" and expect students to do the same.</p>	<p><u>Kagan Online</u></p> <p><u>Close Reading and Text Dependant Questions</u></p> <p><u>Close Reading SHS: Questioning</u></p> <p><u>Classroom Practices</u></p> <p><u>Tier 1 Information (slides 32-35, 38-43)</u></p>
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B1.2. Academic and College- and Career-Readiness Standards

Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2 Findings	Supporting Evidence
<p>The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p>All courses offered at SHS must meet the SUSD graduation requirements, including alignment with the CCSS, A-G requirements, CTE Standards and UC-approved AP courses. Course syllabi are submitted to the Administration at the start of every school year for final approval.</p> <p>The SHS Math and ELA Departments have both worked to not only meet academic standards, but to provide students with the 21st century skills needed to be college and career ready.</p> <p>The English Department has revised and continues to modify its Curriculum Maps for grades 9 through 12, reflecting a focus on the California Common Core State Standards (CCCSS) and increased incorporation of Expository Reading and Writing Curriculum (ERWC) components. In addition, Common Formative Assessments have been developed, revised and modified based on</p>	<p><u>SHS Program Planning Guide</u></p> <p><u>College and Career Ready Indicators</u></p>

student needs and district mandates. Twelfth grade offers three senior English classes entirely composed of ERWC readings and writings as a means of preparing students for entry-level credit-bearing courses at the secondary level. All other classes in all other grades, with the exception of AP classes, offer at least one ERWC or DBQ unit per semester.

All ninth through eleventh-grade students work weekly with the Achieve 3000 supplemental reading program, Empower. This research-based resource is identified by the state as a recommended supplemental program for grades 2 through 8 and supports students in their reading of nonfiction text as well as their practice in assessment and opportunities for academic writing. While we acknowledge this program is recommended for grades 2 through 8, we have seen consistent Lexile growth for students who work regularly within the program. On average, students increase 30 to 60 Lexile points within a school year. This program has been implemented at Selma High School for over 12 years. We have seen positive strides with the use of this program that continues to assist all students including ELL and special population students. The program is designed to differentiate content as well as provide primary language support which helps to address our critical learner need to reduce the number of long-term English Language Learners.

We do believe that the implementation of these programs has led to our ability to maintain above average state scores on the CAASPP ELA Assessment for all students over the past six years. We do recognize that more work needs to be done in order for all students to meet A - G requirements. We also recognize that our General Education students are outperforming our ELL students by an average of 26% standard met and exceeded and our General Education students are also outperforming our Students with Disabilities by 23% standard met and exceeded. Based on the analysis of Ch.2 data and through Focus Group discussions, as well as input from various stakeholders we do see this as a critical learner need that needs to be addressed. Our ELL students and students with disabilities are in need of additional academic supports in literacy.

Student performance in mathematics has been a long standing issue in our district with students performing significantly below average in grades k-12. In response to the Common Core State Standards and in hopes that an integrated curriculum would benefit our students, SHS made the decision in 2015 to go integrated and adopt the College Preparatory Program (CPM) curriculum for mathematics. The department was split but the decision to move to integrated instruction was made. Over the past 6 years the department has struggled to see growth.

In 2019, our site principal along with academic coaches and the Math Department began visiting other high schools to observe best practices with the intent to improve math instruction at SHS. After numerous school visits, articulation meetings with our feeder school, and within the department and after analyzing failure rates and Math CAASPP scores, and analyzing our students' Lexile data the Math Department decided to implement a new curriculum pilot for fall 2022 to address the Common Core Standards and the eight mathematical practices. In all courses, common assessments are given at the end of each chapter. Each chapter spans three to four weeks during

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DBQ
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Achieve 3000

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<https://www.kutasoftware.com/>
<https://quizizz.com/>
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Course & Pathways

<p>which time teachers utilize the adopted materials to scaffold instruction.</p> <p>The goal is also to provide appropriate text resources that are accessible to our students given their literacy levels. The department felt that students were not able to access the CPM textbook due to the Lexile level of the text. Students were unmotivated and would not even attempt to read the text and examples were not existent in the book itself, which made it even harder for support providers to assist students. Due to all of this the department chose a textbook that includes extra examples that students and their supporters can use as reference. Many math teachers have also decided to utilize Delta Math, which has extra examples available as well as videos for students and families to access.</p> <p>In response to the career needs of our students the Math Department has created more flexible pathways beyond the Math 1,2,3 route; for example: Computer Science, Statistics, and Applied Math. Rather than assuming all freshmen are at the Math 1 level, they have also created leveled classes to meet students where they are, such as Bridge to Math, Common Core Math, and Honors Math 1 to meet students where they are. We have recognized that changes need to be made and we are looking forward to our students' growth. We can no longer sit back and blame the lower grades for the lack of mathematical background and low skill set students arrive with. With the development of these new courses, the department recognizes that time is needed to develop and work through new unit plans and pacing guides for all new math courses that include the recycling of essential skills that are emphasized on the CAASPP assessment.</p> <p>Additional examples of academic standards curriculum and instruction from various departments may be viewed via the link to the right titled "Standards". While each course at SHS has clearly stated academic standards which are outlined in the course Pacing Guides or Curriculum Maps, SHS needs to improve the understanding of all stakeholders of what it means to be college and career ready as well as their understanding of how we monitor our SLO's. This may be achieved through Bear Lessons. This would ensure that the same information is communicated to all students and at the same increase the proficiency of our staff.</p>	<p>Standards</p>
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B1.3. Congruence with Student Learner Outcomes and Standards

Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college and career-readiness indicators or standards.

B1.3 Findings	Supporting Evidence
<p>SHS strives to exhibit significant consistency with what students are taught, the identified SLOs, and the standards. High-quality first instruction has been the focus of staff development for the past six years at Selma High School. Professional development and conference opportunities have been provided to staff as a resource to learn and implement researched based instructional strategies as well as support teachers in their implementation of the CCCSS and NGSS.</p>	

<p>As a means of communicating the learning target for lessons with students, teachers post and read aloud the Content Objectives for each lesson. Written in student-friendly terms, the stated objective explains the what and how of the new learning based on the identified standards covered in each lesson. As teachers plan and develop lessons, they are cognizant of their curriculum and student need and scaffold instruction for optimal student learning. Teachers utilize their state adopted curriculum materials and supplement with grade-level appropriate materials when needed. The adherence to state standards and communicated learner outcomes paired with state adopted resources and materials help to support our schoolwide learner outcomes by creating a supporting and nurturing environment allowing students to participate and take risks.</p> <p>Staff members continue to collaborate about the delivery of rigorous, standards-based instruction. Many efforts have been made to ensure rigor, relevancy, and coherency in every classroom every day. Many of such efforts occur during weekly PLC meetings which are focused on the 4 Guiding PLC Questions, as well as on staff development days. As previously noted, many of these conversations are centered around the fine-tuning of pacing guides, creating common formative assessments and discussions on how to respond when students have not learned.</p> <p>In order to ensure some semblance of uniformity in grading, the district implemented a "Minimum F" policy. This has helped to normalize the grading standard across the curriculum increasing consistency and stability in the process.</p> <p>Assessment of student learning, both formally and informally, occurs frequently throughout each course. Checking for understanding is embedded throughout lessons in both written and oral formats. Many teachers incorporate technological tools to monitor student learning with the use of Kahoot, iPad apps, Google Classroom, Google Forms, Go Guardian and the use of cameras to record student work along with many others. Exit tickets are employed campus-wide as teachers assess and prepare for subsequent lessons.</p> <p>While there is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college and career-readiness indicators or standards, SHS recognizes that SHS Leadership must work to provide opportunities for students, teachers and the community to access, understand and display the BEARS schoolwide learning outcomes. This will further support our vision and mission and help to support a professional culture which ensures the school-wide learning outcomes.</p>	<p><u>Imperatives Meeting Agenda 8/16/22</u></p> <p><u>Classroom Focus Areas</u></p> <p><u>SHS Supplemental Programs</u></p> <p><u>SHS Classroom Practices</u></p> <p><u>Sample Pacing Guide</u></p> <p><u>The 4 Guiding PLC Questions</u></p> <p><u>Regulation 5121: Grades/Evaluation Of Student Achievement</u></p>
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B1.4. Integration Among Disciplines

Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4 Findings	Supporting Evidence
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<p>The integration and alignment among academic and career technical disciplines has increased with the strengthening of the College and Career Pathways and continues to be an area of growth for the future. Students participate in defined career-oriented Pathways in order to prepare them for post-high school college and/or careers. Cross-curricular projects that are aligned with Pathways have been developed by a few teachers and align with CTE standards. Some technical core teachers have worked with content teachers in their Pathways to design integrated warm-ups and lessons.</p> <p>For example, in our Agriculture and Natural resources Pathways, our students are enrolled in classes that integrate biological science with sustainable agriculture and develop a sustainable farm model and portfolio of supporting research. Another example from this pathway includes Floral Design, where history, art, business and agriculture all come together to teach students how to eventually set up a floral business that can serve community demands.</p> <p>Another example of integration and alignment includes our Health Science and Medical Terminology Pathway. Students in this pathway take courses that integrate a number of sciences, medical law, ethics, and various health related fields as well as participate in real world training. Students who successfully pass these courses may end up with certifications in CPR, First Aid and Safety, and may be eligible to become a Certified Nursing Assistant.</p> <p>Our analysis shows there is some integration between/among areas of study, academic standards and college- and career preparedness goals. More intentional integration and connections to college and career goals would be helpful to students. This impacts students by affording them more opportunities for writing, listening, and speaking that aligns with our schoolwide learner goals.</p>	<p>SHS Program Planning Guide</p> <p>New Academic Programs</p> <p>Pathway Descriptions</p>
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B1.5. Community Resources and Articulation and Follow-up Studies

Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5 Findings	Supporting Evidence
<p>Selma High School is fortunate to be a small district, surrounded by several community colleges as well as California State University, Fresno, private universities and technical schools. While COVID-19 did have an effect on our articulation with our community resources and feeder school, our teachers, Counselors, and college readiness staff have always worked closely with our middle school as well as postsecondary settings to prepare our students for the rigor of academics beyond high school. We are happy to be able to meet in person once again this year with our community resources and middle school.</p> <p>Selma High School teachers and Counselors are able to connect with our feeder school, Abraham Lincoln Middle School, through the Moving On to Selma High event that takes place on our campus every spring. This event</p>	

<p>highlights our academic programs, departments and electives. Our Counselors also visit our middle school in person every spring to discuss our various pathways, programs, electives and graduation requirements. Our MJROTC Program and some of our CTE Pathway instructors also visit our feeder school to promote their programs prior to 8th grade registration.</p> <p>Our CTE Pathway and Dual-Enrollment teachers have increased articulation with colleges and the business community to identify skills necessary for success and increase our course offerings. We have many community partners who work with our CTE Department and serve as Perkins Grant stakeholders including Glacier Refrigeration, the Bethel Lutheran Home, Mendez lawn Care and Cen Cal Incorporated just to name a few. Reedley Community College is also a Perkins Grant stakeholder as they are our feeder school for our CTA Pathways.</p> <p>Our MTSS Tier 3 Team works extensively with our local community partners to bring additional financial and social emotional support services to our SHS students and families. Some of our Tier 3 partners include the Selma Neighborhood Resource Center, All 4 Youth, Rural Mental Health and Turning Point.</p> <p>The Social Science department works with California State University, Fresno to provide students with the opportunity to participate in the Uni-track Program. Since these courses are taken through CSU Fresno, they are transferable to any accredited four year institution. The participating courses are Honors US History, AP Government.</p> <p>Some of our departments have held articulation meetings with our feeder school, ALMS, over the past 6 years, however this has not been a consistent practice. The SHS Math Department is our one department that has met most consistently to discuss vertical articulation of the adopted curriculum and math practices with the ALMS teachers. The SHS SPED Department does meet every spring with the ALMS SPED Department to discuss incoming 9th grade students and their needs. SHS recognizes that articulation with our feeder school is an area for growth.</p> <p>Under the guidance and instruction of senior English teachers, senior students create résumés and cover letters to help prepare them for life beyond SHS. Some of our senior English teachers arrange an opportunity for our students to actually be interviewed by local community and business leaders as well as former SHS graduates who have gone on to have successful careers. Students are coached in interview techniques, attire, and comportment. Senior English students also participate in a two-day personal finance instructional session facilitated by Educational Employees Credit Union as well as the SCCD Workshop and College Knowledge Week.</p> <p>The Special Education department coordinates with Reedley College to smoothly transition senior students with an Individualized Education Plan (IEP) or 504 plan, and the opportunity to participate in Reedley College's Transition to College Program (TTC). The teacher/college collaboration ensures that</p>	<p><u>Moving On to Selma High 2021 Virtual Presentation</u></p> <p><u>8th Grade Pre-Registration Presentation</u></p> <p><u>Perkins Stakeholder Meeting</u></p> <p><u>Perkins Meeting Input</u></p> <p><u>Tier 3 Wellness and Success Night</u></p> <p><u>AP Government Unitrack Syllabus</u></p> <p><u>Honors US History Unitrack Syllabus</u></p> <p><u>EECU Wise Up Program</u></p> <p><u>SHS Program Planning Guide</u></p> <p><u>Senior Interviews</u></p> <p><u>College Knowledge Week</u></p>
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<p>students receive support with online college application assistance, college placement testing, academic advising, and the continuation of accommodations and modifications once at the college.</p> <p>Prior to students moving on to a postsecondary setting, students self-report their future plans (data available in chapter 2 and to the right) to the school registrar. In order to learn about the effectiveness of our pathways, students who have completed a pathway at Selma High School are contacted in the early spring following their graduation. Students are then asked to complete a short survey in regards to what they are actually doing in terms of college and or a career. We also contact our special education students later in the spring following their graduation to gather the same information. While the attempts to gather the information are made, we would like to have more surveys completed.</p> <p>These findings demonstrate that community partnerships, counseling and careful transcript analysis are effective in increasing student success and choices beyond high school. This impacts students by making sure they are aware of their options after high school and completing the application and financial aid process for college with them before they graduate.</p>	<p><u>SCCCD Application Workshops</u></p> <p><u>Reedley College DSPS</u></p> <p><u>2022-2023 Advising Dates</u></p> <p><u>Plans After SHS</u></p>
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B2 - Equity and Access to the Curriculum Criterion

B2 Equity and Access to the Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1. Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.1 Findings	Supporting Evidence
<p>All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals. Research confirms that students succeed when their coursework is pertinent to them and SHS offers a wide array of meaningful electives from which students can choose. Courses devoted to drama, stagecraft, costuming, jazz band, guitar, and choir attract students wishing to pursue art and drama. Real-world classes are abundant via the thriving CTE and VROP Programs including classes like Medical Occupations, Small Gas Engines, Ag Construction, and Digital Video Productions.</p> <p>Selma High School allows students to prepare for postsecondary education by creating a four-year plan with an Academic Counselor. From the start of their</p>	<p><u>Parent Student Handbook 2022-2023</u></p> <p><u>SHS Program Planning Guide</u></p> <p><u>Career Tech Expo Invite</u></p> <p><u>SHS College and Career Fair</u></p>

<p>Freshman year, students work with their Counselor to create a Four-Year Educational Plan. The SHS Program Planning Guide provides detailed information on courses offered at SHS and is discussed with each student. SHS is excited to move to electronic 4-year plans and we hope to use the My Plan Academic Planner from the California Colleges.edu website to assist students in creating their 4 years plans. This exciting work is starting with this year's Freshman class and the goal is to have all grade levels upload their 4 year plans to this system this school year. SHS hopes that this may be a way to further involve parents in the monitoring of their students' 4 year plan.</p> <p>There are multiple college and career days and nights during which colleges and career partners come to campus and showcase their offerings or present information to students regarding their college and career options and the best pathway to attend their college of choice.</p> <p>Our Counselors work closely with students, college liaisons, our campus Career Technician, and parents to inform and motivate students to plan beyond Selma High School. 100% of our students attend the SCCC application workshop and complete the CC application. If a student is absent and misses the workshop, the Career Technician or the SCCC Representative personally calls in the students to ensure they complete the CC Application.</p> <p>Through course advising, Counselors ensure our critical learner needs are met and work to place students in appropriate classes based on their postsecondary goals. Students are encouraged to meet with Counselors in-person or contact them via email with questions and advice regarding coursework on a regular basis.</p> <p>We hope to increase the number of cross-curricular projects over the next several years as we continue to build connections between core subjects and careers. We agree that we currently focus on improving the overall higher ability of students by teaching them skills (including oral, written, and hands on skills) that will help students be successful when looking at career opportunities through our many CTE courses.</p>	<p><u>College Knowledge Week</u></p> <p><u>FASFA Night</u></p> <p><u>California Colleges.edu website</u></p> <p><u>Example of an Old 4 Year Course Plan</u></p> <p><u>Example of a New 4 Year Course Plan</u></p> <p><u>Fresno Area College Night</u></p> <p><u>SCCCE Application Workshops</u></p> <p><u>SCCC Application Workshop for ALL seniors</u></p> <p><u>Master Schedule</u></p> <p><u>SHS CTE Pathways</u></p> <p><u>CTE Model Curriculum Standards</u></p>
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B2.2. Accessibility of All Students to Curriculum, including Real World Experiences

Indicator: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.2 Findings	Supporting Evidence
<p>Creating a rigorous and relevant curriculum is paramount at Selma High School. This is evident in both our critical learner needs as well as our schoolwide learner outcomes as the entire campus works to graduate students who are college and career ready.</p>	

All students at Selma High have an opportunity to enter a pathway program that has a greater emphasis on real-world application of course content. Our students are able to enroll in classes that strengthen their skills in areas that interest them and that they are passionate about. College-bound students can enroll in courses that set the tone for the demands of college. Students with learning challenges are given life skills necessary to be a part of the community after high school. English Language Learners are provided additional support in language development. The instructional practices of teachers and classroom activities ensure that all SHS students have access to a course of study that allows them to be successful.

During the 2021-2022 school year 85% of our pathway completers were socioeconomically disadvantaged, 57% of our pathway completers were EL students, 22% were of a non-traditional gender and 6% were students with disabilities. This data helps to show that our pathway completers do reflect the diversity of our campus. We are continuously updating equipment to meet new industry standards in our CTE Programs to ensure that students are prepared for the pursuit of their academic, personal and career goals. As mentioned in Ch. 1, our new \$8 million CTE Building will house Drafting, Manufacturing, and Construction Technology and CNA and provide an outdoor welding setting, classroom and shop/lab area.

Across the campus in a variety of courses and classrooms, real world applications are embedded in all aspects of our curriculum. All students have access to the offered, broad curriculum and work with their Counselor to develop a schedule that best meets the needs of their postsecondary goals. Through CCGI lessons, students' interests help them explore possible careers and create their post-secondary goals.

SHS fully utilizes the SkillsUSA Curriculum to teach soft skills in our CTE classes. Highlighted below and in the "Real-World Applications" link at the right are several examples of real-world applications within courses:

- Entrepreneurship students organize and plan personal finances and use a budget to manage monthly cash flow.
- Video production students learn to use multiple digital tools and software available to create and express certain effects involving feelings and emotions. Tools include video cameras, computer editing, software, auditory software, photo software among others.
- Sports & Entertainment Marketing students market authentic products (Rivalry Shirts, Sporting Events, Entertainment Events).
- Certified Nursing students receive real world application by interning at Rolling Hills Care Center in Selma, Ca where they perform resident care skills. Upon completion students are eligible to take the State Certified Nursing Assistant Certification exam. Prior to graduating students attend the Annual Valley ROP Job fair where they participate in Job interviews, filling out applications, scheduling interviews and submitting resumes for potential employers.

Our SPED and ELD departments provide a variety of services to ensure all students have access to the core curriculum. Various levels of curricular

[Perkins Stakeholder Meeting - December 1, 2022](#)

[Perkins Stakeholder Meeting - December 1, 2022 slides 13-15](#)

[More Examples of Real World Applications](#)

[Example from Video Productions](#)

[Example from Sports & Entertainment Marketing](#)

[Examples from Health Science & Medical](#)

<p>support are provided to help ensure each student's success.</p> <p>English language learners are monitored by site administration and the ELD support class teachers. Grades and attendance are reviewed every six weeks. The ELPAC along with the district reclassification criteria is utilized to reclassify qualifying students. All ELL students are placed in the appropriate ELD class unless their parents sign a waiver to opt them out of the class and place them in a general education elective course.</p> <p>Our site ELD Department acknowledges that not all of our EL students have access to an EL aide or an ELD class for additional academic support. Some EL students are also SPED and because they are receiving services via their Transitions Class, they may not have access to an ELD teacher and or EL aide who can fully help them with their English language development.</p> <p>Selma High students are mainstreamed into regular classrooms with their peers in accordance with IDEA (Individuals with Disabilities Education Act) and LRE (Least Restrictive Environment). Special Education teachers work with the General Education teachers to assure inclusion for each student as outlined on their IEP (Individual Education Plan) based on their individual services. All General Education teachers are provided with a copy of the student's IEP at a Glance which outlines their disabilities, services, placement, modifications, and or accommodations to allow the opportunity for academic success. Students that receive special education services that are in the general education setting have access to supplemental services such as special education aides. Students have a Transition class where they are able to receive extra help in their general education core homework, classwork, and projects. The class is taught by an Education Specialist and each has an assistant to help the students in the specified courses they struggle with.</p>	<p><u>Terminology Pathway</u></p> <p><u>English Language Learner Program</u></p> <p><u>SPED Aide and Teacher Locator 2022-2023</u></p>
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B2.3. Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3 Findings	Supporting Evidence
<p>Collaboration and communication between students, parents, and Selma High School is vitally important to the success of our students. Many components are in place at all grade levels to not only inform parents but also to include them in the decision-making process. SHS feels this drives the continued development of the curriculum in order to ensure the complexity and accessibility for all students.</p> <p>Student Four Year Plan</p> <p>At the beginning of each school year, students meet with their Counselor to create or review their four-year plan. This plan provides a guide for students to monitor progress toward meeting graduation requirements and achieving postsecondary goals. While parents are informed of these plans, they are not present when they are completed. Moving forward we would like to create a</p>	<p><u>Example of an Old 4 Year Course Plan</u></p> <p><u>Example of a New 4 Year Course Plan</u></p>

<p>way for students, parents and all staff to be able to access students 4 year plans which will allow all stakeholders to be involved in students 4 year plans.</p> <p>California Colleges Guidance Initiative (CCGI) Via CaliforniaColleges.edu Academic Counselors work with students to identify their interests and learning preferences in order to develop their personal learning plans for college and career and/or other educational goals. Students can apply for financial aid, gain information on how to create résumés, complete college applications (community colleges, CSU & UC).</p> <p>Selma High School College and Career Fair Students and community members are invited to the Selma High School campus to meet with local community businesses, college representatives and other support agencies to learn about post secondary education, careers and opportunities in the workforce.</p> <p>Additional ways in which student-parent-staff collaborate may be found in the link to the right.</p>	<p>CaliforniaColleges.edu u</p> <p>SHS College and Career Fair</p> <p>Additional Ways in Which Student-Parent-Staff Collaborate</p>
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B2.4. Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4 Findings	Supporting Evidence
<p>As students move beyond Selma High School, we desire to graduate respectful, responsible, and productive citizens prepared to enter future academic programs or the workforce. While it is difficult to evaluate their preparedness for such settings, we do provide many programs and resources to support students as they prepare to depart Selma High School. This is why PBIS and our SLOs (BEARS) are always considered when evaluating these programs. We want to provide every student the opportunity to succeed not only in high school but beyond in a postsecondary institution or in the workplace.</p> <p>Student progress is monitored by the counseling department to determine whether or not students are on course for graduation. Report cards, transcripts, CAASPP data and four-year plans are all reviewed to ensure that students are meeting Selma High School's graduation requirements.</p> <p>Counselors work diligently to review the progress of their senior students and offer guidance and support to ensure that they remain on track. A Google Classroom has been created for each class and students and parents can access college and career information at any time. Both students and parents who sign up receive notifications via email whenever information is sent. Parent access to Aeries online gradebook and attendance has assisted families and staff in monitoring progress on a daily basis. The implementation of California Colleges and the yearly revision of students' 4-year plan will</p>	<p>Class of 2023 Google Classroom Class Code: ll5g4fp</p> <p>CaliforniaColleges.edu u</p> <p>CCGI</p> <p>SCCCE Application Workshops</p> <p>SCCCE Application</p>

provide graduating seniors with a more well-rounded, thoughtful plan for their lives after high school.

We are proud of our 63% college and career readiness indicator however the counseling department has noted that we must focus on pathway completion. While we have a good number of students start pathways we must begin to focus on how to keep students interested and committed to pathway completion. The analysis of Ch.2 by staff supports this thought and staff also noted that we need to work on increasing A-G completion as well.

The SHS Career Center serves as a liaison between the State Center Community Colleges, Private Colleges and Universities. The Career Center technician offers several opportunities for students to talk to college representatives throughout their four years at Selma High School. Representatives from the local colleges, Reedley College and Fresno City College, are on campus weekly as is an ambassador from California State University, Fresno. Workshops (in English and Spanish) on college applications, financial aid, college admission essays and scholarships are abundant. The Career Center technician is also responsible for maintaining records for scholarships. Data regarding college enrollment, technical school enrollment, as well as which senior students have enlisted in the military is documented. California Colleges, an online website, is also utilized with all grade levels to assist with career exploration. The Career Center technician has also created a website for all grade levels with an overabundance of information for seniors in regards to financial aid and scholarships.

Active military recruiters are also regularly on campus to educate and aspire students who have goals to have a career in the service or utilize their military occupation specialty (MOS) to transfer their skills to a civilian job. Military recruiters are active observers for the local Armed Services Vocational Aptitude Battery (ASVAB) Exam on campus and assist in proctoring while testing. School counselor will supervise the ASVAB exam while working with the Sacramento ASVAB coordinator. Military recruiters aim to assist local high school junior reserve officer training corps programs by presenting workshops and instructional knowledge on career paths spring 2023.

Students who receive special education services are given opportunities to participate in college and career activities in their special education classes. All students and parents are given the opportunity to attend the College and Career Fair on campus. This event is designed to promote college and career awareness. Colleges, trade schools, and other organizations are available to answer questions and provide information. Students in grade 12 participate in College Knowledge Week sponsored by the counseling department and Reedley College Upward Bound Program. Students receive assistance with applications to various colleges and universities. This event also provides assistance with the FAFSA and Dream Act applications.

Special education students that are interested in attending a local state center community college are provided guidance from the Reedley College Disabled Student Program and Services. These students meet with a guidance counselor from DSPS and receive advising regarding course selection,

[Career Center Home Page](#)

[559 Local Recruiter /ASVAB Coordinator contact information](#)

[Google Survey for student enrollment and interests](#)

[Roster of Fall 2022 student who successfully completed the ASVAB exam](#)

[Reedley College Transition to College Program Website](#)

[College Knowledge Week](#)

[Reedley College DSPS](#)

[2022-2023 Advising Dates](#)

registration, orientation, and special education services. Selma High School has a College and Career Technician on site who assists seniors in the college application process, FAFSA application, and career searches. Finally, the Adult Transitions Program is available to special education students from special day classes ages 18-22. This program offers life skills training to support students after leaving the high school setting.

SHS also offers Workability I (WAI) and Workability III (WABIII) to our special education students. WAI provides comprehensive pre-employment skills training, employment placement, and follow-up for high school students receiving special education services who are making the transition from school to work, independent living, and postsecondary education or training. Program services are appropriate to individual student needs, abilities, and interests.

WABIII is a collaborative project between Reedley College and the California State Department of Rehabilitation to provide services to students with disabilities that improve access to vocational experiences. From offering orientation, classroom instruction, and personal/career counseling to gaining work experience and supporting the implementation of the Individual Plan of Employment (IPE), the program focuses on providing direct services to assist participants in gaining employment.

AP courses provide a transition to college. For all AP courses, students have the ability to gain college credit by taking and passing the AP exam with a three or better score.

[Workability I Pamphlet A](#)

[Workability I Pamphlet B](#)

[Photo of Students in WAI](#)

Category B: Curriculum Summary, Strengths, and Growth Needs

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math Assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math Assessments as well as increase EL reclassification and graduation rates.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources.
- Increase pathway completion for all students.

Summary (including comments about the critical learner needs)

Selma High School's Student Learner Outcomes are dedicated to developing students who are critical thinkers, effective communicators, and responsible citizens. The Selma High School staff provides students with a challenging and engaging curriculum that is standards-based and that supports overall academic achievement. As a result, all Selma High School students have access to a curriculum that fosters college and career readiness. The Selma Unified School District strives to provide opportunities for staff members

to seek out and partake in a wide array of professional development opportunities. In addition, the district works diligently to develop and support teacher collaboration through the implementation of Professional Learning Communities. Teachers have been able to work collaboratively and effectively to decide on essential standards that students must know to be successful in addition to increasing the use of technology and implementing the California Common Core Standards, Next Generation Science Standards, the History-Social Science Content Standards for California, the Physical Education Model Content Standards for California, the CTE Curriculum Standards, and the the California University A-G requirements into the curriculum. In addition, the CTE Pathway teachers work to integrate curriculum throughout the student's school day and ensure that students are exposed to a full range of choices and have a plan for their future after high school. Selma High School continues to collaborate with local community colleges to help graduating seniors successfully transition to college. Selma High School works closely with our feeder school to provide incoming students and parents with information regarding graduation requirements and campus opportunities. The partnership with the California College Guidance Initiative also allows for the counseling department to provide students with additional information regarding career pathways and to work with students to develop a strong post-high school plan.

Category B: Areas of Strength

We are proud that...

- We have many programs that are designed to help students prepare for postsecondary education and a 21st century workforce.
- PLC's have developed and utilize common curriculum maps/pacing guides to ensure all students are provided with an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.
- Our school engages with many community partners and community resources.
- There are several opportunities for students to learn about colleges/universities and participate in events to ensure a strong foundation for postsecondary education.
- We fully utilize the Skills USA Curriculum to teach soft skills in our CTE classes.
- We are continuously updating equipment to meet new industry standards in our CTE Programs to ensure that students are prepared for the pursuit of their academic, personal and career goals.

Category B: Areas of Growth

We must...

- Improve the understanding of the college- and career-readiness indicators and the measurements by which we monitor our SLOs for staff, students, and parents to ensure that all stakeholders can identify what we are working towards. While there are a variety of opportunities and events which are offered for both the student and the parent to engage in for a better understanding of postsecondary options, these opportunities and events need to be more effectively communicated to stakeholders and more widely attended by students at all grade levels.s
- Further improve the integration and alignment among academic and career technical disciplines.
- Continue to improve our system to collect evaluative data on post high school success. A better response rate would be very valuable in evaluating the congruence or effectiveness of our programs.
- Improve collaboration between SHS, students and parents in the development and monitoring of a students 4 year plan.
- Increase pathway completion for all students.

- Enhance parent involvement and outreach activities to provide information, training and resources.

Category C: Learning and Teaching

C1 Student Engagement in Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity centered learning environment.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

C1 - Student Engagement in Challenging and Relevant Learning Experiences Criterion

C1.1. Results of Student Observations and Examining Work

Indicator: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1 Findings	Supporting Evidence
<p>The administration and staff of Selma High School are committed to increasing student achievement and optimal learning experiences. To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences in an equity centered learning environment. The standards and learning goals are clearly articulated in course-specific pacing and curriculum guides that have been developed in strict accordance with all of the California Content Standards and our SLO's and learning experiences are connected to current events, our local community, post secondary education and careers.</p> <p>Teachers use a variety of means to assess student learning within their courses. The district-wide measures of assessment in all courses at SHS are the course specific CFAs, as well as the common final exams proctored by all teachers for all courses.</p> <p>PLC groups develop the CFAs to align with the essential standards for each course. The PLC teams also develop their timeline for instruction. CFAs are administered on the same week in each of the classes. With such assessments, the same standards of achievement are measured by all students and inform teacher instruction. In addition to integrating the standards into daily classroom dialogues and activities, teachers also use rubrics and exemplars of student work to model proficiency expectations for students.</p> <p>Each discipline and domain of the Selma High School campus is geared</p>	<p>PLC Agenda - Foreign Language</p> <p>PLC Agenda - English</p>

towards challenging students to realize and to utilize the opportunities and resources that are available to them in order for such achievement to occur. Examples of challenging and relevant learning experiences from our core departments are illustrated below and specific examples of student work can be located to the right under "work samples".

The English Department offers access to a standards-based, rigorous curriculum in varying forms through Honors classes, AP Language and Literature, ERWC, college preparatory courses, and appropriate placement of English Learners. Within each classroom, several structures are in place to foster student engagement, accountability, and opportunities to share and learn at a high level through collaboration, critical thinking, and communication. These structures include Kagan structures, structured academic discussions, Socratic Seminars, peer feedback, and collaborative learning structures among others. Scaffolds that allow equitable access to grade level standards, curriculum, and instruction include chunking of information and text, teaching students to use graphic organizers, providing visuals, and creating rigorous and appropriate sentence frames. Audio books and closed captioned videos are accessible to enhance comprehension and listening skills. Students are given guiding questions to focus their attention and thinking while discussing, reading, and responding in writing. Multiple configurations for reading are used including read alouds, paired reading, and independent reading. Teachers use student reading journals and relevant texts by diverse authors to further build literacy skills. Programs such as No Red Ink, Grammarly, and Quill are utilized to help students as they learn the grammatical structures of English.

The Math Department focuses on students learning the process of solving a problem, not just the solution. Teachers use collaborative conversations to reinforce students' thinking and ability to explain processes verbally. SHS math teachers teach students to annotate in real world scenarios. They highlight, circle, and underline key words in order to pull out key information from a paragraph. Math teachers utilize close reading strategies that help all students increase their reading comprehension in math problems. To increase communication, students have the opportunity to share their thoughts in Pear Deck or Desmos explaining your thinking type questions. Also, Google Forms are utilized for "WINS" What I Need or Notice and Wonder.

The science department has, in the last few years, undertaken the work of transitioning from the 1998 standards towards a curriculum more aligned to the newer state-adopted NGSS and Common Core standards. These standards promote a level of critical thinking and mastery of scientific process that is far beyond the low level recall required by the old standards. This change has brought more advanced and relevant laboratory experiences, greater processing through writing and exploration, and an experience that emphasizes practical and useful investigative skills over a purely knowledge-based curriculum (because of the increased focus on doing rather than just knowing science).

The Social Studies department implements assignments getting students to

Department

Math Department CFA Calendar

Social Studies Department CFA Calendar

Example Pacing Guide

Work Samples - CTE

English 1 Pacing Guide

Work Samples - English Department

Math 1 Pacing Guide

Work Samples - Math Department

Work Samples - Science Department

Biology Pacing Guide

Work Samples - Social Studies Department

read as frequently as possible. Notes, DBQs, Primary Source Documents, reading from the textbook, and reading novels are all utilized within the department. Notes are supplemented with images and video clips. Read alouds, group projects and presentations, and group review games are often used.	Social Studies Pacing Guide
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C1.2. Student Understanding of Learning Expectations

Indicator: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2 Findings	Supporting Evidence
<p>SHS works to ensure that all students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p> <p>As part of our school wide Classroom Focus Areas, all teachers are expected to post a daily learning objective that is aligned to the State Content Standards in their classrooms. Teachers are expected to discuss the learning objective before beginning instruction and then reference the objective periodically during each lesson and check for understanding throughout the lesson. Teachers have spent a significant amount of time developing common objectives and assessments for their lessons and units. Common formative assessments are utilized to measure student comprehension of the stated objectives. In their PLC groups, teachers have determined their essential standards and have created their common formative assessments and summative assessments. Many teachers share rubrics and examples with their students to model assignment expectations and to foster discussions with and between their students thereof. Students who have trouble in reaching proficiency in their classes are provided additional opportunities to reach their goals via Tier 1 interventions in the classroom and via various intervention classes.</p> <p>Course syllabi are provided for all students in the beginning of the school year and always accessible to both students and parents in teachers' Google Classrooms. These syllabi lay out course goals, behavior and learning expectations, and course policies.</p> <p>We recognize that our teachers work to inform students about classroom expectations and performance expectations within their academic context, however, through this process (analysis of Ch.2, Focus Group and Home Group discussions and the student feedback survey results), we have recognized that students do not really understand what it means to be college and career ready. As a staff we must do more to ensure that students see the connection between being successful academically correlates to being prepared for college and career.</p>	<p>Classroom Focus Areas</p> <p>Pacing Guide for Spanish I</p> <p>Sample CFA Data</p> <p>Sample CFA Data</p> <p>Science Lesson & Rubric</p> <p>Term Paper & Rubric</p> <p>Example Syllabus from English 1</p> <p>Example Syllabus from Math 1</p>

C2 - Student-Centered Instruction through a Variety of Strategies and Resources Criterion

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2.1. Teachers as Facilitators of Learning

Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.1 Findings	Supporting Evidence
<p>SHS teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.</p> <p>Now that we have returned for our second year of in-person learning, many SHS teachers have continued to utilize technology, such as Google Classroom, Google applications, PearDeck, EdPuzzle Pro, Achieve 3000, Gizmos, Delta Math Plus and more, to differentiate instruction, increase engagement, monitor student progress, and provide cohorts with resources and means of contacting teachers for additional support after class time. The use of this technology reaches the critical need of allowing students time and exposure to multiple formats of information.</p> <p>Selma High School Teachers attend trainings hosted by Selma Unified and other organizations such as TCOE (Tulare County Office of Education), FCSO (Fresno County Superintendent of Schools), VROP (Valley Regional Occupational Program), California Ag Teachers Association and the AP Summer Institute etc. to stay up-to-date on best teaching practices and instructional methods.</p> <p>All departments work to facilitate learning as coaches rather than focusing on direct instruction while applying differentiated instruction methods to ensure access to all students. Most of our veteran staff have been trained in Kagan structures, Thinking Maps and SIOP (Sheltered Instruction Observation Protocol) and incorporate these structures into their daily lessons. Please see the "Examples as Teachers of Facilitators of Learning" at the right for specific examples from core departments.</p> <p>Research-based practices that create a safe climate of learning for students are a foundation for consistently teaching a rigorous, standards-based curriculum. Using the MTSS model, teachers ensure that their classroom environments are conducive to rigor by using Positive Discipline strategies that incorporate daily connection and relationship building with students. Additionally, supports are utilized that provide differentiated support in the Tier 1 classroom including teacher librarians, Special Education/ELD Teachers and Aides, Enrichment Period Teachers, ASP, Reading Intervention, and an online/on-campus credit recovery program.</p>	<p>District PD Presentations</p> <p>Distance Learning Academy Agenda</p> <p>Site PD Presentation</p> <p>Site PD Agenda</p> <p>Site Professional Learning</p> <p>Kagan Online</p> <p>Sentence Frames</p> <p>Word Walls</p> <p>Weekly Walkthrough Data</p> <p>Examples as Teachers of Facilitators of Learning</p> <p>Positive Discipline Training</p> <p>SUSD Student Mental Health website</p>

	PBIS Lessons Positivity Project Calendar
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C2.2. Creative and Critical Thinking

Indicator: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2 Findings	Supporting Evidence
<p>All students are given the opportunity to demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. In examining student work, there are several indicators that reveal that students at Selma High School have the ability to organize, access, and apply knowledge as well as gather and create knowledge. There is additional evidence showing that students are given opportunities to research and invent knowledge and communicate what they have discovered. Student application of knowledge using critical thinking is a desired outcome in each classroom. Please refer to the "Creative and Critical Thinking Input" document at the right for specific examples of how SHS teachers teach creative and critical thinking and how students demonstrate these essential skills.</p> <p>As noted through our observations of students work and our analysis of the student academic data from Ch.2, all students are given the opportunity to demonstrate creative and critical thinking within a variety of instructional settings, however SHS teachers note that not all students are able to demonstrate creative and critical thinking skills, especially our English Language Learners and students with disabilities. We recognize that we must continue to explore and implement differentiation strategies for supporting our special population students.</p>	Creative and Critical Thinking Input from Departments

C2.3. Application of Learning

Indicator: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3 Findings	Supporting Evidence
<p>The SHS administration encourages and supports programs that promote the ability of students to organize, access and apply knowledge, or that provide academic tools to gather and create knowledge, as well as opportunities to use these tools to research, inquire, discover, invent and communicate new knowledge.</p> <p>The administration actively reaches out to find new programs, restructure existing programs, and /or supply training and funds for the professional development of its staff. Teachers are encouraged to think "outside of the box"</p>	Application of Learning Input from Departments

in terms of instruction and are encouraged to work with their PLC to develop new inventive lessons that are challenging, relevant, and student centered in an equity centered learning environment. Many of our courses incorporate units that require research and/or project-based learning. These units address the students' abilities to research and prepare presentations, projects, and essays. In many classes, diagnostic assessments are given to evaluate student skills. Please refer to the "Application of Learning Input" document at the right for specific examples of how teachers achieve these goals and for specific examples from our students.

SHS would benefit by having our elective teachers attend professional development to deepen and refine their skills and knowledge of research based strategies and practices to help support them as they work to support students in the areas of literacy and math. By having all staff presenting a rigorous curriculum that incorporates the 4 C's, targeted literacy skills and the inquiry process we can move closer to our goal of having all students college and career ready.

C2.4. Career Preparedness and Real World Experiences

Indicator: All students have access to and are engaged in career preparation activities.

C2.4 Findings	Supporting Evidence
<p>Students at Selma High School are provided many opportunities to experience and participate in a variety of real-world experiences that prepare them for future careers. All of our teachers work to make content relevant to students' lives so that they may apply their learning to real world contexts. While a majority of courses in our CTE and Dual-Enrollment classes easily lend themselves to real world applications, many of our departments imbed real-life examples into their daily lessons.</p> <p>For example in Science students utilize lab equipment, instruments, probes and tools to learn about their curriculum and standards in a real-world context and application. Some of our English teachers have students compare their current Lexile Level to that of the Lexile Level needed for careers they are interested in and use the opportunity to set reading goals. Senior English teachers teach their seniors how to write a resume, cover letter, complete a job application, and participate in a mock interview. In Economics students participate in personal finance activities and complete a career discovery project. In our Math Applied class students learn how to invest in the stock market, how to calculate income tax, and they even participate in a "house flipping" project. Our computer science students have the opportunity to make apps related to a field of their choice. For example one student chose to make an app for reselling high end sneakers and another developed an app for scheduling haircut appointments. In our Native Spanish class students complete a career project including an oral presentation all in Spanish.</p> <p>Staff recognizes that even though teachers do make an effort to discuss college and career, a greater and more purposeful emphasis on career preparation activities in the non-CTE courses would provide more opportunities for all students to experience and participate in a variety of</p>	<p><u>SHS College & Career Center Website</u></p> <p><u>Anatomy Vernier Labs Student Work</u></p> <p><u>Student Lexile Worksheet - Growth</u></p> <p><u>Student Lexile Worksheet</u></p> <p><u>Carreras/Profesiones (Career Exploration Project in Native Spanish)</u></p> <p><u>SHS College and Career Fair</u></p>

real-world experiences that prepare them for future careers.

SHS has a College and Career Technician on campus where students can access resources and advice on their future education and career choices. The College and Career Center itself was moved in 2021 and is a work in progress. The center technician coordinates with colleges and universities to come onto campus to talk with students. The College and Career Fair and College Knowledge Week allows students and their families to speak with representatives from colleges and universities to gain further knowledge and guidance in the preparation and application process. In addition, there are other programs on campus that prepare students to enter and succeed at the university level. AVID and Upward Bound are college-prep programs for students identified as socio-economically disadvantaged and empower them with note-taking strategies, college visitations, and information from guest speakers among other activities.

SHS offers a number of CTE courses and Dual Enrollment courses that offer access to and are engaged in career preparation. SHS fully utilizes the SkillsUSA Curriculum to teach soft skills in our CTE classes. Various certifications may be earned including National Center for Construction Education and Research (NCCER), Autodesk Autocad Certified User (ACU), Safety & Pollution Prevention (S/P2, Certified Nursing Assistant Certification (CNA), Emergency Medical Response Certification (EMR), Security Guard Certification, Photoshop and Adobe Premiere Pro Certifications. Students enrolled in many of these courses participate in a team competition through Fresno City College's Career Skills Challenge, Reedley College's Tiger Romp as well as Skills USA which allows them to put their learned skills to practical use.

[College Knowledge Week](#)

[Reedley College Upward Bound Website](#)

[AVID Experiences](#)

[SHS CTE Pathways](#)

[Career Preparedness and Real World Experiences](#)

Category C: Student-Centered Instruction through a Variety of Strategies and Resources Criterion Summary, Strengths, and Growth Needs

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math Assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math Assessments as well as increase EL reclassification and graduation rates.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources.
- Literacy skills need to be strengthened in order for all students to access and engage with all subjects.
- Students need to enhance critical thinking and problem solving skills, especially in the area of Mathematics.

Summary (including comments about the critical learner needs)

Selma High School students are involved in a wide range of challenging, relevant learning experiences in an equity centered learning environment that is focused on our SLOs. Administrative walkthroughs and collaboration between teachers in their PLC's allows for an exchange of instructional strategies that enhance learning and achievement of the standards. Teachers are using a variety of resources to create equity-student centered learning environments that provide supports to all students as well as opportunities to go beyond the textbook and classroom. There is a focus on active engagement in every classroom. Our teachers work to facilitate learning among students as they work in collaborative groups and on inquiry based projects. The increased use of technology throughout SHS has provided opportunities for students to receive more individualized support with programs such as EdPuzzle and Google Classroom. While our teachers have worked to improve instruction for our special population students, specifically our English Language Learners and special education students, there is a concern on what next steps may be to enhance their understanding of content.

Category C: Areas of Strength

We are proud that...

- SHS students are involved in challenging, rigorous and relevant learning experiences.
- Technology is integrated into lessons and classrooms (Google Classroom, EdPuzzle, SSICA, Minga, DeltaMath etc.).
- Students are presented with clear expectations for learning.
- Some teachers connect curriculum to current events, local organizations and opportunities, and post secondary college and career options through content-specific projects and units.
- Most teachers incorporate student-centered instructional practices (Kagan Strategies, SIOP Strategies) and are working to increase opportunities for more student choice (differentiation).

Category C: Areas of Growth

We must...

- Continue to explore differentiation strategies and interventions for supporting English Language Learners and students with disabilities so that they can demonstrate creative and critical thinking within a variety of instructional settings and graduate with CCI compliant.
- Make more of an effort to discuss college and career and be more purposeful in planning career preparation activities in the non-CTE courses in order to provide more opportunities for all students to experience and participate in a variety of real-world experiences that prepare them for future careers.
- Have our elective teachers attend professional development to deepen and refine their skills and knowledge of research based strategies and practices to help support them as they work to support students in the areas of reading and math.

Category D: Assessment and Accountability

D1 Assessment and Accountability

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

D1 - Reporting and Accountability Process Criterion**D1.1. Professionally Acceptable Assessment Process**

Indicator: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1 Findings	Supporting Evidence
<p>Selma High School leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. SHS utilizes a wide variety of formative assessments to evaluate student learning and to ensure our critical learner needs are being met. State and site performance data is shared at the beginning of every school year with the site as a means to set academic expectations for the school year.</p> <p>In the classroom teachers use both formative and summative assessments to evaluate student growth, to determine progress towards grade and content appropriate standards, to identify student needs, to drive further instruction and to work toward our SLO's. As stated in A3.1, the district and staff have committed to re-establishing high functioning PLC's with common formative and summative assessments with the expectation for teachers to provide immediate feedback and to make timely adjustments to instruction to ensure learning. Many departments use Illuminate to collect and disaggregate data by subgroups and analysis takes place on Tuesdays during PLC time. D/F rates are also analyzed by PLC's. Student performance is discussed and reported to students and parents both in class, through Google Classroom and in Aeries Gradebook. Teachers specifically work toward the SLO's "Believing", "Accepting" and "Supporting" by maintaining a focus on A-G and CTE completion rates, graduation rates, and preparing students for the CAASPP and CAST.</p> <p>To further ensure all students are adequately prepared for the state assessments CAASPP, CAST and ELPAC. SUSD has a district assessment calendar that all sites follow. The SHS English and Math Departments administer the STAR Renaissance Reading and Math Assessments four times a year as well as the IAB's. The SHS English Departments also administers the Achieve 3000 Level Set three times a year and they utilize the curriculum from</p>	<p><u>Imperatives Meeting 8-16-2022</u></p> <p><u>Digging into Data 8-17-2022</u></p> <p><u>PLC Presentation to Staff August 2022</u></p> <p><u>Math Department CFA Calendar</u></p> <p><u>Sample CFA Data</u></p> <p><u>Regulation 5121: Grades/Evaluation Of Student Achievement</u></p>

Achieve 3000 to specifically focus on improving our students' literacy skills. All of these assessments are used as a screening and progress monitoring tool in the classroom. This data is shared with students, parents, SSC, ELAC/DELAC, and presented to the SUSD Board of Trustees and Community during board meetings. Lexile data is also shared with all teachers to help teachers differentiate instruction based on individual literacy needs.

[District Assessment Calendar](#)

D1.2. Basis for Determination of Performance Levels

Indicator: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2 Findings	Supporting Evidence
<p>The foundation and expectation to ensure consistency within grade levels and content areas has been the norm for the past six years.</p> <p>When Dr.Pickle came on board as our principal in January of 2022, he worked with staff to review and collaborate on changes to our systems to address student achievement. One such change was the addition of the "Minimum F" Policy. This policy states that if a student attempts to complete an assignment some credit should be allowed and a minimum of 50% should be given for the attempt. In addition to this policy, "Unsatisfactory" was added under Grades for Citizenship and work Habits which would allow SHS to utilize the "Unsatisfactory" as a component of student eligibility. This policy was presented to the community and SUSD Board of Trustees April 4, 2022 and was unanimously approved (Board Policy Administrative Regulation 5121).</p> <p>California Education Code and SUSD Board Policies on grading and eligibility were presented to all staff during our Opening Day Meeting at the start of this 2022-2023 school year. This included the recent addition of the "Minimum F" Policy.</p> <p>In addition to what the district has provided as standardization for grades (Regulation 5121: Grades/Evaluation Of Student Achievement), Selma High implements consistent routines and expectations for all students based on the grade-level outcomes.</p> <p>SHS PLC's calibrate their grading to ensure consistency across teachers of the same course. The basis for students' performance is listed on the course syllabus which is posted on a teachers Google Classroom. A majority of our teachers also provide each student with a physical copy of their syllabus and require a parent signature acknowledging that they have seen the syllabus and grading policies. SHS utilizes grading policies that are intended to assess student learning, while providing opportunity for growth and recovery. Specific practices at the department level include having course-alike grading scales and rubrics. Common Pacing Guides, CFA's, Summative assessments and Semester Final Exams are also utilized by teachers of the same course.</p>	<p><u>Opening Day Meeting 8-11-2022 (slides 25-28)</u></p> <p><u>Example Syllabus from English 1</u></p> <p><u>Example Syllabus from English 1</u></p> <p><u>Example Syllabus from Math 1</u></p> <p><u>Example Syllabus from Math 1</u></p>

D1.3. Monitoring of Student Growth

Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.3 Findings	Supporting Evidence
<p>Selma High School is continuing to work toward re-establishing an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators and standards.</p> <p>Monitoring and reporting student progress is done through multiple platforms including but not limited to Aeries, Google Classroom, Edgenuity, Achieve 3000, Delta Math, STAR Renaissance and Illuminate.</p> <p>The Schoolwide Learner Outcomes at SHS are directly linked to the college- and career-readiness indicators and academic standards. By clearly identifying what goals we are working toward we are able to effectively monitor and determine growth and progress for all students.</p> <p>Our SLO's are monitored via A-G and CTE completion rates, extracurricular and co-curricular participation rates, attendance and graduation rates, discipline data from our Bear Center and CAASPP data (all of which can be located in Ch.2). The college- and career-readiness indicators are monitored by A-G and CTE completion rates, graduation rates, passing of CAASPP and AP exams, dual enrollment, State Seal of Biliteracy completion, and military science/leadership and CFA's. Academic standards are monitored a number of ways including by CFA's via Illuminate, a students grades, A-G completion rates, the Achieve 3000 Level Set, Delta Math Assessments, and STAR Renaissance Assessments.</p> <p>As stated in A3.1, from the start of the 2022 school year core department PLC's were tasked with:</p> <ul style="list-style-type: none"> • Building a CFA Calendar • Constructing CFA's based on the college and career readiness standards and their core academic standards <p>All elective department PLC's were tasked with:</p> <ul style="list-style-type: none"> • Developing 5 ways to infuse Math and Language Arts into their curriculum (work with the Math and ELA Departments for best practices) • Building a CFA Calendar <p>Prior to the Pandemic, SHS had well established pacing guides, CFA's and common summative assessments in all departments and PLC's were well on their way to implementing steps 3 and 4 of the 4 Guiding PLC Questions. As we experienced a change in leadership both during and after the Pandemic (at the site level 3 principals in 2021-2022, and multiple changes at the district</p>	<p><u>SHS Grading Periods (pg.39)</u></p> <p><u>SHS SLO's</u></p> <p><u>Graduation Rate</u></p> <p><u>CAASPP - English Language Arts</u></p> <p><u>CAASPP - Mathematics</u></p> <p><u>Students Meeting A-G Requirements</u></p> <p><u>College and Career Readiness Indicator</u></p> <p><u>Advanced Placement Data</u></p> <p><u>Suspension & Expulsions Rates</u></p> <p><u>BEAR Center Referrals</u></p> <p><u>Math Department CFA Calendar</u></p> <p><u>Board Data Presentation, Math</u></p>

level), PLC's as a whole struggled. They struggled with a lack of district and site direction, they struggled with a lack of accountability at all levels and lack of student motivation, and with student discipline as students returned to in person instruction. With Dr.Pickles leadership starting in the Spring of 2022, including the work he has put in to get student behavior manageable with the implementation of his School Wide Behavior Management System, and a focus by the district and site on improving student attendance, staff feels supported and recognizes that we must work to re-establish an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators and standards.

From the start of the 2022-2023 school year both the district and site set a clear direction for both academics and behavior and put systems in place to support staff. This has allowed PLC's to get back on track and focus once again on instruction and student outcomes. PLC's have been meeting weekly to discuss CFA and common assessment data, and use the data to drive instruction. The Math and ELA Departments specifically monitor the results of the STAR Math and Reading scores (these are the district progress monitoring tools). The English Department also monitors the Achieve Level Set Data as well as the monthly adjustments to students' Lexile Levels via their work in the Achieve 3000 Program. All staff has recognized that students are not reading at the level we need them to be and a refocus on literacy and foundational math skills is a must moving forward. Elective teachers are doing their part to support the CCI's by incorporating both math and ELA into their curriculum and holding students accountable through the implementation of their lessons and their CFA's.

We employ frequent checks for understanding (exit tickets, white board use, Google Forms, CFA's) as material is being taught, and prior to the first formal assessment. We also rely heavily on the 6 and 12 week progress reports both semesters to determine where remediation is necessary. SHS teachers communicate with families through email, phone, Parent Square, SSICA, and Minga when a student first shows signs of an academic issue. Tier 1 classroom academic and behavior interventions are a focus and staff recognizes that this is an area for growth as we move forward as meeting the needs of all students, especially our EL, SPED and most at-risk students is a priority.

The Positivity Project has been implemented district wide this school year in order to empower our students to build positive relationships and become their best selves. Lessons are taught every other week in all elective courses and staff is required to gather student responses to the lessons via a common Google Form for each lesson. This has provided accountability to teaching SEL lessons and has helped to build important character strengths in our students. Our elective staff has really done a fantastic job with the Positivity Project this school year.

Guidance Counselors are doing their part by regularly monitoring student progress, including evaluating student scheduling to ensure that students are on track for graduation. Starting in their freshman year, students create a four

[2022-23](#)

[English Department CFA Calendar](#)

[Board Data Presentation ELA 2022-23](#)

[Science Department CFA Calendar](#)

[Social Studies Department CFA Calendar](#)

[SHS Grading Periods \(pg.39\)](#)

[Imperatives Meeting 8-16-2022](#)

[PLC Presentation to Staff August 2022](#)

[The 4 Guiding PLC Questions](#)

[Positivity Project Calendar](#)

[School Wide Behavior Management System](#)

[3 Step Progressive Discipline Policy](#)

[Cell Phone Policy](#)

[Tardy Policy](#)

[Non-privilege Policy](#)

<p>year plan towards graduation that they update yearly. All CCGI Data is monitored via our Guidance Counselors. SHS would like to see more parent involvement when monitoring student progress. Our counselors report that parents do utilize Aeries and are aware of their students' grades, however, we would like to see more parents play a more active role in their students' 4 year plan and in the monitoring and progress within that plan. We believe that by working together, providing the additional supports and having parent involvement students will feel supported and work to be college and career ready.</p> <p>Special Education Case Managers are in close communication with content teachers and school counselors to ask for feedback, hold IEP meetings, and monitor student progress.</p>	<p>SSICA</p> <p>Professional Learning Communities</p> <p>Sample CFA Data</p> <p>Sample CFA Data</p> <p>Examples of 4 Year Course Plans</p>
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D1.4. Assessment of Program Areas

Indicator: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4 Findings	Supporting Evidence
<p>The district, site leadership and instructional staff have been quite involved over the past few years in assessing programs and expectations to ensure students' needs are met through a challenging, coherent and relevant curriculum. This type of assessments takes place during cite PLC's, annual site staff meeting, SSC Meetings, ELAC Meetings, DELAC meetings, LCAP Meetings and SUSD School Board Meetings.</p> <p>In 2019, former principal Guillermo Lopez, worked with the district and staff to assess the SHS graduation requirements. After researching current state and local graduation requirements and running a thorough analysis of our SLO's, the college- and career-readiness indicators and academic standards, and after much discussion on the subjects, it was decided to revise the SHS graduation requirements. On April 19, 2021 Superintendent Dr. Marilyn Shepherd, presented a request to the SUSD Board of Trustees and the community an increase in the graduation requirements at SHS to meet A-G requirements. This request was unanimously approved by the board and will go into effect with the Class of 2025.</p> <p>As stated in the findings of D1.2, in the spring of 2022 Dr. Scott Pickle worked with the Selma High School faculty and staff to review and collaborate on changes to our systems to address student achievement. Dr. Pickle provided an overview of this work at the April 4, 2022 SUSD Board Meeting that included recommendations for revising board policies and administrative regulations to support this work. In addition to the "Minimum F" Policy and the addition of "Unsatisfactory" for citizenship grades, SHS became a closed campus during lunch except for those juniors and seniors who maintained the requirements</p>	<p>Request to Increase Graduation Requirements</p> <p>SHS Graduation Requirements (pg.14)</p>

for an off campus privilege pass for lunch.

With the overwhelming support of the SHS faculty, SUSD School Board and community members, Dr. Pickle re-established the non-privilege policy on campus with the intent to help encourage SHS students to work toward meeting our SLO's, both academically and behaviorally. The Non-Privilege Policy had been in the handbook for years, however it had not been followed for quite some time. In order for students to be able to participate in extracurricular activities, such as dances, field trips, etc, students would have to maintain their privilege status. This gave SHS the opportunity to reinforce and hold students accountable to the minimum 2.0 GPA, student conduct, 90% attendance, good citizenship (the 2U Policy) and hold students accountable for tardiness.

Our beloved and once very successful Enrichment Period has also been under review by both administration and faculty and is currently on hold. Prior to the Covid-19 Pandemic, Enrichment Period was a highly successful tutorial/enrichment program that provided students with additional academic support during the school day for 30 min. three days a week. Ineligibility Data continued to show year after year that Enrichment Period helped to maintain the ineligibility rate at its lowest levels of all time (18-21%). The history and evolution of Enrichment Period and how data has changed over time may be found in the Supporting Evidence column to the right under "Enrichment Period Overview 2021".

SHS continued to implement a version of Enrichment Period during the Pandemic, however the ineligibility rate rose significantly both during and after the Pandemic. As we came back to full time in person learning during the 2021-2022 school year we reinstated Enrichment Period two days a week. Despite our best efforts data showed that we were no longer having the success we once had, especially with our EL, SPED and underachieving populations. Since the Pandemic we now have a much higher population of students who are underachieving, which has ultimately placed another level of stress on the general classroom teacher. We now have more students who require small group and one on one services which has become quite the challenge. We recognize that we must adjust to student needs and rethink how to approach additional academic support school wide. We will have a better understanding of the impact of losing Enrichment Period after this school year and we are able to compare the ineligibility data and passing rates over the past few years to this school year.

[Non-Privileged Policy
pg.16](#)

[Enrichment Period
Overview 2021](#)

[Failure Rates](#)

D1.5. Schoolwide Modifications Based on Assessment Result

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1.5 Findings

Supporting Evidence

Selma High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

In 2019, our site principal along with academic coaches and the Math Department began visiting other high schools to observe best practices with the intent to improve math instruction at SHS. At that point, CPM was the curriculum we had adopted and used for the past few years. Math 1 failure rates rose significantly first and second semester of the 2018-2019 school year and continued to rise in subsequent years (see Math 1 Failure Rates in the Supporting Evidence column). After numerous school visits, articulation meetings with our feeder school, and within the department and after analyzing failure rates and Math CAASPP scores, and analyzing our students Lexile data the Math Department decided to implement a new curriculum pilot for fall 2022. Many teachers felt that the CPM Curriculum did not provide enough practice and found that students struggled to read and comprehend the text. They found that students were not even attempting the work, especially those in our special populations, because the students did not feel the text was accessible.

In the spring of 2022, the math department was specifically charged with developing a specific plan to increase student performance on the Math CAASPP assessment. The math department has established new courses to better meet students where they are following the Pandemic. They have created a variety of "intervention" type courses as well as an Honors option in the Math 1,2,3 sequence. This will allow advanced students an opportunity to investigate higher order concepts at a deeper level which will hopefully contribute to an increase in the number of students exceeding standards on the Math CAASPP Assessment. The department has also been working with counselors to make sure that as many juniors as possible are in a math class so that they can be better prepared for the CAASPP test. Math 3 (since it has a large portion of juniors) is also making reviewing for the CAASPP test a priority throughout the year. We are also piloting a new curriculum that will hopefully better help prepare our students for the test. On top of participating in instructional rounds at other high schools, the SHS Math Department has also attended a number of professional development trainings over the past few years including CPM Implementation Workshops, Formative Assessment Training, Desmos Training and most recently, Reveal Textbook Training. It is too soon to tell if these modifications are working. We are looking forward to this year's Math CAASPP results and course passing rates to see if our efforts are indeed resulting in improved student outcomes.

Based on our critical learner needs from the last self study, SHS has had a school-wide focus on literacy skills over the past 5 years that has helped us maintain our ELA CAASPP results. Site coaches worked hard to present applicable PD for the site and site goals were established and used to maintain this focus. The ELA Department has been utilizing Achieve 3000 on a weekly basis for the past 7 years to help improve our students' literacy skills. Intense coaching, small group instruction and co-teaching are some of the strategies that have been implemented at SHS to help students improve their literacy

[School Visit Learning Walk Protocol](#)

[Math Department High School Visits](#)

[Math 1 Enrollment Data 2019-2020](#)

[Math 1 Failure Rates](#)

[Literacy Commitments Selma High School](#)

[SHS Literacy PL Day #3](#)

[Academic Discussion PLC 10/9/18](#)

skills. We have seen growth, however, due to budget cuts we have lost our ELA and math site coaches and we are going to lose the Achieve supplemental program as well. It is expected that focused collaboration utilizing formative assessment data in the PLC format will help the district refine instruction and increase the number of students meeting proficiency on the CAASPP ELA in the next three years. The collaboration will include a focus on the unduplicated student populations.

[Supporting Literacy for all Students](#)

D2 - Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

D2 Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

D2.1. Demonstration of Student Achievement

Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.1 Findings	Supporting Evidence
<p>Student mastery of academic standards is measured through a variety of different assessment tools. Teachers use formative assessments, such as CFAs, warm-ups, results from programs such as Achieve 3000 and Delta Math, checks for understanding (white boards, Google Form responses, various programs such as EdPuzzle, NearPod, Pear Deck), and on-demand written responses, on a consistent basis, in all classrooms to guide instruction. Teachers use summative assessments, such as unit tests, essays, performances, presentations, common final exams, to evaluate student achievement over periods of time. Both formative and summative assessments are used to measure student achievement of academic goals and standards.</p> <p>As a site our goal is all students maintaining a minimum of average achievement on both formative and summative assessments (70% minimum). We do recognize that a 60% is the minimum threshold for passing, however we strive for all students maintaining a minimum of average achievement of 70%. Based upon assessment results, SHS works to differentiate their instruction and provide intervention when students score below average achievement and an opportunity for enrichment for students scoring above average achievement. As a site we have worked to implement many Tier 1 academic and behavioral interventions in the classroom that involve both prevention and responding (small group instruction, re-teaching, re-takes, implementing the SHS Classroom Practices, 3-Step Behavior Policy), however, we do acknowledge the need to provide more enriching opportunities for those students who are at or above achievement levels.</p>	<p><u>Demonstration of Student Achievement</u></p> <p><u>Grade Scale (pg.28)</u></p> <p><u>SHS Classroom Practices</u></p> <p><u>School Wide Behavior</u></p>

<p>Displaying lesson objectives has been an expectation on campus for over a decade. Data shows student performance improves when teachers and students take a moment at the beginning of a lesson to reflect upon the target the students are supposed to reach. Administration classroom walkthrough data shows that over 76% of teachers display Learning Objectives in class. Learning Objectives help teachers and students monitor student growth by clarifying what goals the students should strive for. By writing Learning Objectives and reflecting on lessons, teachers are constantly monitoring the growth of their students.</p> <p>Courselike teams meet regularly as PLC's (every Tuesday) to discuss, modify, adjust, differentiate, and discuss evidence based instructional strategies to re-teach curriculum based on formal and informal data collected from these assessments. PLC's compare assessment results and discuss ways to improve instruction for all populations. While all staff are aware of our SLO's, we acknowledge that more frequent discussion of how students are progressing toward the SLO's should take place in PLC's. PLC's tend to stay focused on progress toward academic standards, state and district assessments such as CAASPP, the IAB's, the Achieve 3000 Level Set and STAR Reading and Math assessments.</p> <p>As mentioned previously, instructional expectations, intervention expectations and PLC expectations were presented at the start of the school year and are monitored by the site administration via weekly walkthroughs. With new leadership and re-established expectations for PLC's and classrooms, we do recognize that some staff have bought into the reforms faster than others and work to create more staff buy-in must continue.</p>	<p><u>Management</u></p> <p><u>Classroom Focus Areas</u></p> <p><u>Instructional Strategies Used to Meet Critical Area of Need #4 (English Language Learners)</u></p> <p><u>Imperatives Meeting 8-16-2022</u></p>
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D2.2. Teacher and Student Feedback

Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.2 Findings	Supporting Evidence
<p>Campuswide, departments use a variety of ways to gather and deliver feedback to students. Most teachers on campus now use Google tools to provide quick online feedback for students. Some teachers write comments on drafts, others use scoring tools to evaluate and then "Return" student work. The ability to grade electronically has allowed some teachers to improve the pace of assessment and evaluation. This adds consistency for students, who can expect feedback about their mastery of certain standards with predictability. Please refer to the Teacher and Student Feedback attachment to explore what individual departments are doing to provide specific feedback to students.</p>	<p><u>Teacher and Student Feedback Examples by Department</u></p>

Category D: Assessment and Accountability Summary, Strengths, and Growth Needs

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math Assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math Assessments as well as increase EL reclassification and graduation rates.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources.

Summary

Selma High School has multiple sources to collect, analyze and report performance data in order to evaluate the effectiveness of programs and instruction, and allocate resources and funding to best support student learning. Academic, graduation, A-G, attendance and other pertinent data is shared with staff and is a district and site focus from the start of the school year.

PLCs have provided formal time for teachers to create, analyze, and plan for common formative and summative assessments. Teachers and staff use a wide variety of formative and summative assessment strategies to evaluate student learning, progress, and mastery of subjects. In order to keep up with changes in state requirements, the staff regularly modifies curriculum and assessment strategies, and analyzes data, to ensure that students are adequately and academically ready for their college and careers. The increased availability of Chromebooks has allowed the use of programs such as Google Forms and EdPuzzle to provide students with immediate feedback and allow teachers to monitor student progress and adjust instruction as needed. Pathway projects provide alternative ways for students to demonstrate proficiency. Teacher access to data through Illuminate helps teachers, departments, and Pathways identify groups or individual students in need of interventions. Common pacing guides, assessments and grading systems help ensure consistency across and within the same content areas regardless of the instructor.

Category D: Areas of Strength

We are proud that...

- PLC time has been used effectively and regularly to review student data in accordance with the schoolwide expectations.
- PLCs are utilizing common formative assessments to drive discussions in PLC meetings to change future instruction and to reteach lessons to help students with misconceptions.
- Teachers employ a variety of assessment strategies to check for understanding and to evaluate students.
- Teachers utilize the collaborative method, as seen by teachers reviewing, analyzing and revising rubrics and other assessments.

- Teachers are providing quality feedback to students in a variety of ways including; utilizing online platforms such as EdPuzzle, NearPod, Pear Deck, Google Classroom, written notes and in person communication to improve student learning and decrease misconceptions.

Category D: Areas of Growth

We must...

- Address our students' lack of mathematical understanding. The percentage of students meeting the Math CAASPP standards is extremely low. This matches anecdotal evidence from teachers that students struggle with simple math and how to apply basic equations to applied academics that expects prior mathematics knowledge.
- Work to have all staff buy in. District and site reforms have been implemented. Unfortunately, not all teachers buy into the reforms. The teachers need to have adequate training and support from whoever is introducing the reform. Adequate resources and school level support need to be provided and ALL administrators need to buy into the reform as well. We would like to have control over the implementation of the reforms in our classrooms.
- Ensure that all staff provide timely feedback to students to ensure adequate time to improve their grades and also grow as learners with targeted feedback on assignments.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1 Parental and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the below indicators; include supporting evidence.

E1 - Parental and Community Engagement Criterion

E1.1. Parent Engagement

Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1 Findings	Supporting Evidence
SHS makes every effort to make sure that parents know what is happening on campus, so they can attend the events and activities and stay in contact with teachers and administration. Parents can communicate with staff via phone,	SHS Website

<p>email and Parent Square. Depending on the teacher, some parents can even communicate with the teacher/coach/advisor via Remind, Google Classroom or on social media (Twitter, Instagram, FaceBook). Parents can easily access information on the school website or via the Aeries Parent Portal. In either place, they will find information regarding upcoming activities and athletic events, faculty contact information, special program information, the daily bulletin, the master calendar, and many other resources. Additionally, information about events is posted on the school marquee, on social media accounts, and is also sent out on the Parent Square app.</p> <p>Parent Engagement is very important to SUSD and SHS. SUSD has a Parent Engagement and Migrant Program Manager who provides many opportunities for parents to educate themselves so that they can be well informed, active and supportive of their students. SUSD has partnered with California State University, Fresno to offer Parent University. Classes are offered in a variety of languages on such topics as digital literacy, social emotional wellness and Pathways to College. Recordings of each training are also posted on the SUSD website, under Parent Engagement.</p> <p>Back to School Night is hosted during the first few weeks of school and provides an opportunity for families to meet their students' teachers and learn about all of the various resources we have on campus. Teachers provide short presentations regarding the content curriculum and expectations for their courses and have parents sign up for the Aeries Parent Portal, Parent Square and other platforms. Counselors are also available to meet with parents. Tier 2 and Tier 3 staff along with our community partners who provide services in those tiers have booths set up so that parents and students can stop by and learn about the many services we offer at SHS. We also have the opportunity to enjoy seeing our band, choir and folklorico perform.</p> <p>Open House is held every spring and this is another opportunity for parents and guardians to visit classrooms, talk with teachers and explore our student and family support programs as well as some of our community support partners. We also make food trucks available and have entertainment from our band and folklorico group as well as holding a live raffle for attending.</p> <p>Each spring, eighth-grade students and their parents are invited to Selma High School for our annual Moving On To Selma High event. Parents of incoming freshmen and their students are able to familiarize themselves with Selma High programs, pathways, classes, sports, clubs, administration, and counseling staff by walking around to the various booths. This event was moved online during the Covid-19 Pandemic, however we are happy to be hosting it again in person.</p> <p>Meetings are held as needed throughout the school year with parents, their student, and the classroom teacher and or with the student's counselor to discuss student academic progress, behavior, attendance, and any other school issues. Counselors also schedule At Risk Student and Parent Meetings as well as Student Study Team (SST) meetings as needed involving parents, teachers, students, and counselors for the purpose of providing support for student academic success.</p> <p>Our counseling department also offers parents and guardians a number of opportunities to help them become informed regarding college and career</p>	<p><u>SHS Facebook</u></p> <p><u>SHS Instagram</u></p> <p><u>SHS Twitter</u></p> <p><u>SHS YouTube</u></p> <p><u>FSU Parent University</u></p> <p><u>Parent Square - Digital Literacy Training</u></p> <p><u>Parent Square - Suicide Prevention</u></p> <p><u>SUSD Website</u></p> <p><u>Back to School Night Parent Square</u></p> <p><u>Open House Parent Square</u></p> <p><u>Moving On to Selma High 2021 Virtual Presentation</u></p>
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<p>readiness. SHS holds many events in the evening so that parents and guardians may attend. Such events include the annual Selma Community College and Career Fair, College Application Workshops, FASFA Workshops, College Night at the Convention Center, and Moving on to Selma High.</p> <p>Regular involvement of all stakeholder support groups in the learning and teaching process for all students is vital to the success of Selma High students. Parents, community members and staff are actively involved in the SHS School Site Council and SHS English Language Learner Advisory Committee. Both groups provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the SPSA. These groups focus on our SLO's and critical learner needs identified by the District LCAP and site SPSA. Each school year, the SSC and ELAC review student performance data and examine the effectiveness of strategies that have been implemented. SHS also has a Career Technical Education (CTE) Advisory Committee that meets twice annually to review curriculum as a way to ensure that CTE classes are meeting the needs and standards pertinent to the industry in our area. SHS has a number of ongoing relationships with businesses, non-profits, industry and community organizations, including the following:</p> <ul style="list-style-type: none"> • All 4 Youth • California State University, Fresno • Reedley Community College • Fresno City Community College • Valley Regional Occupational Program <p>SHS has a number of Parent Booster Organizations that support our students in a number of ways. Rather it's providing team dinners to the football team every Thursday after practice to helping the band move equipment during evening and weekend performances SHS can count on their parent boosters!</p>	<p><u>SHS College and Career Fair</u></p> <p><u>FASFA Night</u></p> <p><u>College Night</u></p> <p><u>SSC/ELAC Agendas and Minutes</u></p> <p><u>Perkins Stakeholder Meeting</u></p> <p><u>Input from CTE Advisory Committee 4/28/22</u></p> <p><u>SHS Boosters (tab #4)</u></p>
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E2 - School Culture and Environment Criterion

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

E2.1. Safe, Clean, and Orderly Environment

Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1 Findings	Supporting Evidence
Selma High School has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including	

internet safety and Uniform Complaint Procedures. A School Safety Plan has been created to provide active roles and responsibilities for staff, protocols for dealing with safety drills, and accountability systems.

SHS is a secure and orderly place that fosters learning. With the return to in person instruction and changes in administration the staff was eager to have a new discipline policy in place (more information on the new policies can be found under "Changes in MTSS" in chapter 1). Dr.Pickle has worked to put into place a substantive, consistent standard of discipline and acceptable student behavior has been an ongoing goal of the new SHS administration. The staff and students have also worked hard to once again establish an environment which is conducive to growth and we have seen a vast improvement in student behavior so far this school year. 94% of students surveyed expressed that SHS expects students to demonstrate respectful behavior at all times and 84% of the students reported that classroom behaviors do allow teachers to teach. Many of the frustrations felt by staff from the previous year including excessive tardies, cell phone issues, students being out of bounds, have been dramatically reduced by the implementation of our new behavior management system. The SUSD Board of Trustees and our families realized the need for this system and have been very supportive of the new behavior management policies put into place. Teachers once again feel supported and feel that they have resources. 93% of the certificated staff reported that the SHS School Wide Behavior Management System is clearly understood by staff and 80% of staff agreed that the system is clearly understood by students. 84% of the students surveyed reported that SHS sets clear rules for behavior. We also had 72% of the students surveyed report that they know where to look/go if they need emotional support with 79% knowing where to look/go if they need academic support, however only 60% admitted to actually taking advantage of both the academic and behavioral supports offered. While we are happy to see that a majority of our students know where and how to get the support needed, we would like to see more of them utilize all of the supports being offered.

All discipline is handled through the Bear Center which is fully staffed with an assistant principal, At-Risk Counselor, Legacy Life Coaches, a discipline secretary, 5 CSO's and 1 SRO. All of these staff members can be found actively supervising our campus and events. The assistant principal in charge of discipline and the At-Risk Counselor work together to determine the appropriate interventions which may include on/off campus suspension, time in the Learning Lab working on lessons from Ripple Effect, lunch detention, community service, and a period time out. In addition to a consequence or in place of, students may be referred to other services on campus to address students' need: referral to counselor, Legacy Life Coaches, At-Risk Counseling, Ripple Effects lessons, referral to Social Worker or Therapist, and or referral to Care Solace.

Selma Unified School District utilizes Sprigeo, an online bully reporting website, as well as "Text a Tip", where students and staff can immediately report any type of issue that needs the immediate attention of an administrator. SHS also uses the internet monitoring program called GoGuardian to ensure

[Comprehensive School Safety Plan](#)

[Uniform Complaint Procedures F](#)

[School Wide Behavior Management System](#)

[Certificated Staff Survey Results](#)

[Student Survey Results](#)

[Sprigeo for SHS](#)

[Text a Tip](#)

<p>student internet safety both on and off campus when students are logged onto district devices or using district accounts. Teachers can monitor student chromebook screens in real time, and administrators will receive alerts if students violate the SUSD Technology Appropriate Use Agreement. Our Teacher Librarian works with the English department annually to review the basics of internet safety and credible sources with students.</p> <p>The safety and security of our campus has been enhanced greatly by the recent addition of over 50 surveillance cameras, vape sensors, additional fencing and self locking safety gates. Students are no longer able to access areas that were once challenging to monitor due to additional fencing. We have also installed a brand new bell and emergency system (Informacast). The system includes paging, bells and an emergency notification system. This new system allows for administration to contact staff and the proper authorities at a moment's notice. Regular code "blue" emergency lock down drills and fire drills are held without prior notification to help staff and students prepare to properly conduct themselves in the event of a real emergency. Staff have posted in classrooms the various drills and bells to support students as well as in the event of a substitute.</p> <p>An electronic safety gate has also been installed at our main entrance creating a "sally port" ensuring that only authorized students, staff, and visitors are allowed on campus. In response to strong community outcry, one of the first acts of our new principal in August of 2018 was the implementation of crossing guards in the major intersections and pedestrian crossings at the front of the school. This addition has proven immensely popular with all stakeholders. Students are safer and greeted with friendly faces, drivers are able to move through the area much more safely.</p> <p>The maintenance and custodial staff work to create a clean campus devoid of hazards. Teachers and staff utilize an online system to request support from district maintenance as well as to report hazards. Regular inspections of the facilities occur and repairs are made as needed. Teachers are encouraged to submit work orders to District Maintenance to address custodial and maintenance needs.</p>	<p>GoGuardian</p> <p>SHS Internet Safety</p> <p>New Bell System</p> <p>Safety - Technology</p>
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E2.2. High Expectations/Concern for All Students

Indicator: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social-emotional needs, and is conducive to learning.

E2.2 Findings	Supporting Evidence
<p>Over the past six years we have worked to better the culture at Selma High and change according to the needs of our students. We have worked diligently to demonstrate caring, concern, and high expectations for all students in an environment that honors individual differences, social-emotional needs, and to create an environment that is conducive to learning.</p> <p>We know that many students arrive at school challenged by issues they experience at home. As teachers and administrators identify students who might benefit from some type of mental health services, staff can complete</p>	<p>Student Support Form</p> <p>Faculty Den website</p>

the Student Support Form (SSF) which is located on the Faculty Den website. The District Lead Mental Health Clinician, who is housed on our campus, is the screener for all SSF's. She decides what services are needed based on information on the SFF in addition to teacher/staff input, evaluating student records, and speaking with the student to determine which services would benefit the student.

Currently SHS offers the following mental health services:

- 1 At-Risk Counselor
- 2 District Mental Health Clinicians (1 full time, 1 clinician 3 days a week)
- 2 Certified professional therapy dogs
- 1 School Social Worker
- 1 County Mental Health Clinician
- 2 Legacy Life Coaches
- 1 Full time School Psychologist and 1 part - time School Psychologist
- 4 PPS Credentialed Counselors

The culture of cooperation and mutual respect at SHS begins with teachers who motivate student achievement and regulate student behavior so that each classroom is a safe and inclusive place to learn. Building trusting relationships with our students has been an ongoing goal of our staff. 98% of SHS teachers agreed that building relationships with students is important to them as educators. 94% of teachers believe that their attitudes toward our school activities/programs/initiatives affects their students and the school culture over all. 74% of students reported that they know an adult on campus that they can talk with if they need help.

Teachers utilize our PBIS Bear Lessons and our Positivity Project Lessons throughout the school year to promote what it takes to be a Bear and "The Other People Mindset" in order to strengthen relationships with students and promote positive character strengths. These lessons include such topics as citizenship, ethical values, appropriate behaviors and character strengths. More importantly, SHS encompasses the SLO's and behavior expectations (Selma High's 5), into daily lessons.

Students are acknowledged for good work and appropriate behavior and are aware of the expectations of all students. The Selma High's 5 and behavioral expectations are posted throughout campus. All staff can and are frequently encouraged to reward students in a number of ways including giving Positive Bear Tickets (bi-weekly drawings for prizes), Positive Bear Emails and Postcards, Positive Bear texts and emails via the SSICA app and the Student of the Month Recognition Ceremony. While we have worked to reward students in a variety of ways, only 49% of students reported that students are frequently recognized for good behaviors. This will need to be a focus moving forward.

Another support for students this year is the addition of two PBIS Aides. These aides work with our most at-risk students based on poor attendance and grades. We are using the Early Warning Indicators in Aeries Analytics to determine who is most at-risk. The aides have been able to establish relationships with these students and their families and are another vital Tier 2

[Certificated Staff Survey Results](#)

[Student Survey Results](#)

[SHS MTSS Website](#)

[Positivity Project Calendar](#)

[The Other People Mindset](#)

[Digital Literacy and Citizenship Resources](#)

[Positive Bear Email Communication](#)

[Campus Culture](#)

<p>resource.</p> <p>This year, the focus for ASB is building relationships postCode, and helping students and staff feel valued on campus. ASB launched Bear Buddies, the Staff Spirit Challenge and Bear Bros this year. These activities have proven to foster relationships between students and teachers and have really been enjoyed by both groups. ASB is also working to promote positivity and acts of kindness through social media and advertising on campus. ASB students are continuously spreading kindness with positive messages posted on campus and by providing opportunities for students to promote acts of kindness. These activities both support and promote the Positivity Project, which has been implemented district wide.</p> <p>As stated throughout this report, campus morale has been better. The constant turnover of district and site administrators has been challenging for the veteran teaching staff and has taken its toll in the classroom and affected students. The staff survey revealed that 62% of teachers feel like an important part of our school, with 54% stating that they feel valued by their supervisor and the same percentage reported that they are comfortable sharing issues and providing feedback. This attitude has developed and grown as a result of online learning during COVID-19, student behavior upon returning to in person learning and ongoing issues between the teachers union and the school district. We were surprised to see that 54% of students reported that they feel connected to SHS while 69% of teachers reported feeling connected. The MTSS Team and ASB are committed to improving in this area and want to see all staff and students feeling connected and a part of the SHS family.</p> <p>Selma High has a strong AVID program that works to provide support systems for our students. We are blessed to have such dedicated and caring teachers and AVID tutors. Our AVID students graduate SHS having demonstrated grit and resilience. Each one having a story where obstacles and hardships could have been their excuse of why not to succeed, but they choose to rise above and go after their dreams. 100% of our AVID seniors apply for college and in the class of 2022, 65% attended a 4 year university with the other 35% attending a two year college. They maintain an average GPA of 3.63 and 85% take at least 1 AP course.</p> <p>Folklorico has been an integral class at Selma High for 50 years. It highlights the Mexican heritage of our students and provides an environment for them to learn more about their history and culture. <i>Los Paisanos</i> travels across the valley to community events and surrounding schools to perform throughout the school year. The curriculum includes music, history, geography, culture, and theater specific to the different regions in Mexico, taught specifically through dance.</p> <p>In the classroom we provide students with every opportunity from AP classes to vocational courses to support classes. Every semester, we recognize student achievement at Academic Awards Night. Our Career Center hosts a scholarship night every May to celebrate our seniors and their</p>	<p><u>wedem_bears Instagram</u></p> <p><u>Avid Senior Data 2021-2022</u></p> <p><u>AVID Success</u></p> <p><u>Folklorico</u></p> <p><u>Certificated Staff Survey Results</u></p> <p><u>Student Survey Results</u></p> <p><u>Top 25 Dinner</u></p> <p><u>Top 25 Program</u></p> <p><u>Care Solace</u></p> <p><u>Ripple Effects</u></p> <p><u>Co-Curricular & Extra-Curricular Activities and Campus Life</u></p>
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accomplishments. We also have a highly competitive Top 25 Dinner for the top 25 graduates each year in May.

Care Solace connects students, staff, and their families to care. Care Solace quickly and confidentially finds an available mental health or substance use provider that matches our student clients to their needs.

Ripple Effect is an equity-driven digital social and emotional learning (SEL) and mental health support to help every student thrive. Ripple Effects data showing that students using the programs have demonstrated positive gains in academic achievement, attendance, and resiliency asset scores, as well as reductions in suspensions, ISS referrals, dropout rates, behavior problems, and depression scores. It is utilized through our Bear Center and in our Learning Labs.

All staff members strive to make every student feel comfortable at all times. Selma High has a wide variety of clubs that support and honor individual differences within our student body. A few examples include GSA (Gay-Straight Alliance), Hiking Club, Key Club, FCA, Teens 4 Change, Feminist Forward Club, Hispanics in Action, and SkillsUSA. To encourage student participation in these extracurricular activities, Selma High holds an annual Club Rush event. Students are given an extended lunch where they can visit club booths and familiarize themselves with the goals of each club.

[Club Rush](#)

E2.3. Atmosphere of Trust, Respect, and Professionalism:

Indicator: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2.3 Findings	Supporting Evidence
<p>The entire school community continues to work to maintain an atmosphere of trust, respect, equity, and professionalism. This has been established through a strong Tier 1 in our MTSS structure. The Covid-19 Pandemic and the change in site and district administration did initially cause some concern, especially in the areas of accountability and discipline, however now that we are back in person and we have a stable administration and systems in place our Tier 1 is going strong and buy-in is being re-established.</p> <p>All students, staff and stakeholders had initial input in all of the school wide expectations that were developed and we believe in re-teaching our expectations on an annual basis to students and staff. A strong Tier 1 has laid the groundwork for trust, respect, equity, and professionalism. According to our Fall 2022 Staff Survey, 95% of teachers reported feeling valued by their colleagues, 98% reported getting along well with other staff members, 91% stated that showing school spirit is important to them and 98% like to encourage positive thinking among colleagues.</p> <p>Class Assemblies were held on the second day of school by grade level and were led by Dr.Pickle and the rest of the leadership Team. Our Tier 1 academic and behavioral expectations were presented to students along with our 3 site goals (raising all student achievement, closing the achievement gaps and</p>	<p><u>Certificated and Classified Staff MTSS Kick Off Training 2022-2023</u></p> <p><u>Tier 1 Information</u></p> <p><u>The Faculty Den</u></p> <p><u>SHS MTSS Website</u></p> <p><u>Presentation to Staff August 2022</u></p> <p><u>Certificated Staff Survey Results</u></p> <p><u>Student Survey</u></p>

<p>ensuring a safe environment). To further support our school wide expectations teachers delivered the schoolwide What It Takes To Be A Bear Lesson and discussed the importance of why we have academic and behavioral expectations. We refer to our SLO's often, however we do not call them SLO's to our students. Our students know them as our Selma High's 5.</p> <p>Administrators and staff are very visible on campus. Every morning, during break, lunch, and after school administrators, CSOs, the SRO, the PBIS Aides and teachers on duty are seen in the hallways and walking around the quad. The staff is friendly and welcoming to students on our campus and have been trained in Positive Discipline. We look to be proactive and not reactive. We have also received trauma informed training and signs of suicide training. The physical and mental well being of all of our students and staff is a top priority at SHS.</p> <p>To increase relationship building and establish staff to staff communication and acts of kindness all SHS staff is invited to participate in the year long Secret Pal exchange. This has been a long time tradition at SHS, especially among the teachers. We also love our potlucks and have recently started the SHS Staff Tailgate. These events have provided opportunities for staff fellowship. The SHS Staff Spirit Challenge started by ASB has resulted in increased communication and relationship building among all staff, certificated and classified. And has increased staff attendance at school events outside of the work day.</p> <p>Administrators, teachers, and other staff members communicate and collaborate on a regular basis to discuss data, events, policies and procedures through weekly PLC's, monthly Academic Council Meetings, and Faculty Meetings. In these meetings, participants are encouraged to express their views and ideas freely while adhering to the SHS Meeting Norms. Those ideas are discussed in depth and included in schoolwide planning if deemed appropriate and sustainable. For issues concerning financial matters that affect school wide policies, proposals are brought before the SSC with prior input from ELAC. In both settings, the SPSA and LCAP are discussed and applied to the decisions that are made for schoolwide implementation.</p>	<p><u>Results</u></p> <p><u>Class Assemblies August 2022</u></p> <p><u>SHS School Wide Expectation Lesson</u></p> <p><u>Positive Discipline</u></p> <p><u>SHS Spirit Challenge Points Scale 2022-2023</u></p> <p><u>Spirit Challenge Leaderboard 2022-2023</u></p> <p><u>Staff Tailgate & Chili Cook Off</u></p> <p><u>SHS Meeting Norms</u></p>
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E3 - Personal, Social-Emotional, and Academic Student Support Criterion

E3 Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

E3.1. Academic Support Strategies for Students

Indicator: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.1 Findings

Supporting Evidence

<p>School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.</p> <p>SHS has a student centered, rigorous standards based and equity driven master schedule that meets the needs of all learners, including ELL students, SPED students and other special populations. We strive to offer all students the least restrictive learning environment that meets their needs and interests. Our master schedule is student driven and after a few small adjustments we are proud to say it allowed for 95% of the students to receive the schedule they asked for.</p> <p>Meeting students' academic needs starts with effective first instruction. As stated previously, SHS has expected classroom practices in place as well as clear classroom focus areas and a schoolwide behavior management plan (all discussed in more detail in B1.1, B1.3 and D2.1). Tier 1 academic interventions and differentiation is expected to take place in every classroom in order to better meet the academic needs of all students. Small group instruction, WIN (What I Need Days), Grade Talks are all strategies used by SHS teachers to help provide additional academic support and college and career planning for students. Teachers are also available at various times throughout the school day including before school, during lunch and after school for additional support. SHS offers in person tutoring daily after school through the After School Program (ASP) and we also offer free live 24 hour tutoring through Tutor.com. Academic issues have been an ongoing challenge for SHS staff the past few years, especially with high absenteeism since the onset of Covid-19, however, with a commitment from the district and school site to become more proactive with attendance issues we hope to be able to meet student needs.</p> <p>As discussed in detail in D1.4, Enrichment Period had been our focused schoolwide intervention time (held for 30 minutes, 3 days a week, up until this school year). Despite our best efforts, data showed that we were no longer having the success we once had prior to the Pandemic, especially with our EL, SPED and underachieving populations. Since the Pandemic we now have a much higher population of students who are underachieving, which has ultimately placed another level of stress on the general classroom teacher. We now have more students who require small group and one on one services which has become quite the challenge. We recognize that we must adjust to student needs and rethink how to approach additional academic support school wide.</p> <p>As we rethink our new schoolwide approach to intervention, we have worked on intense credit recovery options and implementing academic and behavior interventions to get all students back on track. During the summer of 2022, we implemented the Expanded Learning Summer Program in which students made up close to 1,000 credits. We have also implemented credit recovery during the school day as well as a number of other intervention classes for students who are performing below grade level and specific supports for our special populations (see "Interventions" in the evidence column).</p> <p>To meet the academic need of all students we also offer a rigorous open access AP Program, AVID Program, Honors courses, CTE and Dual Enrollment</p>	<p><u>Master Schedule</u></p> <p><u>Classroom Focus Areas</u></p> <p><u>SHS Classroom Practices</u></p> <p><u>School Wide Behavior Management</u></p> <p><u>Examples of Classroom Interventions</u></p> <p><u>Tutor.com</u></p> <p><u>ASP Program</u></p> <p><u>Failure Rates</u></p> <p><u>Enrichment Period Website</u></p> <p><u>Interventions</u></p>
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courses from dedicated teachers who offer additional academic support throughout the school year. Enrichment Period was not only used to offer academic interventions it was also used to provide enrichment and additional time for our higher achieving students to extend their learning with their AP, Honors and Dual Enrollment teachers.

The district wide implementation of Google Classroom has provided structure and allows students 24 hour access to daily assignments. Teachers have commented that they have seen an increase in assignments completion using Google Classroom and other applications.

Four school counselors provide comprehensive guidance for over 1800 students. Counselors meet regularly with students throughout their four years to monitor academic performance, register for classes, and ensure that students are on track for graduation. Counselors use a variety of resources to monitor student performance including student transcripts, testing results, progress reports, and parent meetings. If a staff member has an academic concern they can complete the Student Support Form and the students Counselor will meet with the student and call a Parent Meeting if needed.

[Master Schedule](#)

[Enrichment Period Website](#)

[Opening Day Meeting 8-11-2022 slide 38](#)

[Student Support Form](#)

E3.2. Multi-Tiered Support Strategies for Students

Indicator: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.2 Findings	Supporting Evidence
<p>School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.</p> <p>Under the direction of Dr.Pickle, SHS has diligently planned and worked to provide a number of alternative instructional options for students. In addition to the Expanded Summer Learning Program, SHS has implemented Tutorial Classes, the Intervention Opportunity Class and Online Instruction, as well as numerous differentiated math and English classes. Specific information about each one of these options can be located under "Interventions" and "Online Instruction" in the evidence column at the right. SHS also offers Home Hospital instruction through the district for students who may be out for short term medical procedures.</p> <p>Our English Language students receive additional support in a number of ways. Academic support is given in their ELD Class and via instructional aides who provide push in services in their core academic classes. Teachers also provide additional support via Tier 1 interventions in the classroom. Additional information may be located under the English Language Learner Program found on the "Interventions" attachment to the right as well as in ch.1 under SPSA Goal #2.</p> <p>Our special education students have a number of alternative learning options in order for them to work in the least restrictive learning environment. Depending on the students 504 plan or IEP, students and their support teams</p>	<p><u>Online Instruction</u></p> <p><u>Interventions</u></p> <p><u>Behavior Interventions and Supports pg. 3 & 4</u></p> <p><u>Positive Discipline Training</u></p> <p><u>SUSD Student Mental</u></p>

<p>may have them on a certificate or diploma track, each providing various services as outlined under "Interventions" in the right hand column.</p> <p>SHS has been extremely fortunate to implement a number of behavioral supports for students in the past few years. As mentioned throughout this report PBIS has played a major role on our campus for a number of years and we are pleased that we have been able to offer students and our families a number of multi-tiered academic and behavioral supports. From our staff wide Positive Discipline training, to schoolwide PBIS lessons, the Positivity Project, to the number of support staff available to help both teachers and students, SHS along with our community partners is working to meet the social-emotional needs of our students and community.</p>	<p>Health website</p> <p>PBIS Lessons</p> <p>Positivity Project Calendar</p>
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E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

Indicator: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.3 Findings	Supporting Evidence
<p>The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.</p> <p>SHS has maintained a strong MTSS Team with sub teams for each tier of support. According to our most recent MTSS Student Survey, 79% of SHS students have reported that they know where to access academic supports and 72% of students surveyed report knowing how to access emotional supports. This correlates with 74% of students reporting that they know an adult on campus that they can talk to if they need help. These percentages match pre-Covid survey results asking the same questions.</p> <p>Prior to the 2021-2022 school year we have always utilized the PBIS Tiered Fidelity Inventory (TFI) as a means of assessing our tiered services and have used the TFI along with school academic (grades, CAASPP data, STAR scores) and behavioral data (attendance, discipline, Student Support Forms) to drive the work of our teams. The TFI provides a valid, reliable, and efficient measure of the extent to which our staff are applying the core features of school-wide positive interventions and supports and has helped us over the years identify where services are needed. We received the following honors from the California PBIS Coalition the past few years for our successful implementation of PBIS. We were awarded the Platinum level 2020/2021, and Silver 2018/2019 and 2017/2018.</p> <p>We have always maintained strong Tier 1 and Tier 3 services, and have worked to increase our Tier 2 services over the years. Teachers continue to build Tier 1 interventions into their regular classroom routines. Enrichment Period has always been our academic Tier 2 service, and was at one time making a tremendous difference (pre-Covid) with interventions built into the school day especially for special populations (EL, SPED, REFEPS on watch). We recognize that this once valuable service must be rethought and staff must play a vital role in the planning process in order to establish ownership and buy-in to our</p>	<p>Student Survey Results</p> <p>PBIS Tiered Fidelity Inventory (TFI)</p> <p>BIA Tier 1 Agenda 12/1/20</p> <p>Tier 1 Meeting 9/23/21</p> <p>Copy of BIA Tier 2 Agendas 2020-2021</p> <p>Copy of Tier III Meeting Agenda 1/26/2021</p> <p>Platinum Recognition</p> <p>Enrichment Period Overview 2021</p>

<p>Tier 2 supports moving forward.</p> <p>The Bear Center is now a behavioral Tier 2 service along with the addition of our At-Risk Counselor, Legacy Life Coaches and PBIS Aides. With the implementation of SSICA and the early warning indicators in Aeries using Aeries Analytics, we will be able to account for all behavioral issues and identify students who are in need of Tier 2 services. We are looking forward to seeing the outcomes of these services and establishing their effectiveness.</p>	<p><u>Failure Rates</u></p>
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E3.4. Co-Curricular Activities

Indicator: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4 Findings	Supporting Evidence
<p>SHS offers a number of curricular, co-curricular and extra curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. And we work to ensure that all students are highly involved and participate in as many of these activities as possible.</p> <p>ASB Leadership plays a vital role in campus culture. We have a new Activities Director this school year and we are excited to implement more in person activities. This year, the focus for ASB is building relationships post covid, and helping students and staff feel valued on campus. We know that when students feel connected to campus they will put forth more effort and buy into their education. ASB has implemented a number of activities so far this year including Bear Buddies, the Staff Spirit Challenge and a number of dress up days and lunch time activities that have included both staff and students. Through the Staff Spirit Challenge ASB is really changing our school culture by getting more staff involved with students in a number of ways.</p> <p>SHS is beyond proud of so many of our curricular, co-curricular and extra-curricular activities including our award winning FFA Program, MJROTC Program, the SHS Black Bear Brigade and Color Guard, our 21 athletic teams, and numerous clubs. Please see the evidence listed to learn more about all of the activities SHS has to offer.</p>	<p><u>Co-Curricular & Extra-Curricular Activities and Campus Life</u></p> <p><u>Campus Culture</u></p> <p><u>College Week Dress Up</u></p> <p><u>Co-Curricular Boasting Page</u></p> <p><u>Staff Tailgate & Chili Cook Off</u></p> <p><u>SHS MCJROTC Website</u></p> <p><u>Selma High Athletics Constitution/Mission Statement</u></p>

E3.5. Student Voice

Indicator: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3.5 Findings	Supporting Evidence
<p>SHS students have a variety of ways in which to deepen their sense of self and make personal and community connections that are meaningful and relevant</p>	

<p>and allow students to become advocates for their own needs and supports.</p> <p>As mentioned above, we have many clubs, programs and committees that students are encouraged to be a part of that provide students opportunities to deepen their understanding of the world around them and truly develop an understanding of who they are as people and what they can do as citizens in our community.</p> <p>ASB is making community connections and expanding student voice by promoting students and clubs/organizations on campus through social media. ASB's PR team attends school events and documents the events and accomplishments on Instagram, as well as our new school platform, Minga. Since the beginning of the school year, the team has highlighted all fall sports teams, the Drama Club, Band, and Choir, students on dress-up days, and many students and staff members participating in events and activities on and off campus. Community members also follow the ASB Instagram page connecting our campus to our student's families, and alumni. SHS has received positive feedback from various stakeholders.</p> <p>Inside the classroom students are empowered to work collaboratively, creatively and problem solve in every subject. Through our PBIS Lessons we teach What It Takes to Be A Bear which emphasizes taking responsibility for your own actions and supporting others through the "Other People Mindset". Being one's own advocate and having a voice is a crucial skill to learn. Teachers have held meaningful discussions while teaching the SHS SLO's which have allowed students to explore their own beliefs and who they really want to be.</p>	<p><u>Co-Curricular & Extra-Curricular Activities and Campus Life</u></p> <p><u>Instagram wedem_bears</u></p> <p><u>Bear Lessons - Positivity Project - Other People Mindset Lessons</u></p> <p><u>Email to Staff and Students</u></p> <p><u>Parent Square to Families</u></p>
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Category E: School Culture and Support for Student Personal, SocialEmotional, and Academic Growth Summary, Strengths, and Growth Needs

MAJOR PRELIMINARY STUDENT NEEDS

- Targeted support for all students to improve achievement on the CAASPP Math Assessment and in passing their math class.
- Targeted support for our English Language Learner student population to improve achievement on CAASPP ELA and Math Assessments as well as increase EL reclassification and graduation rates.
- Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion.
- Enhance parent involvement and outreach activities to provide information, training and resources.
- Increase campus connectedness and school culture.
- Increase academic Tier 1 support during instructional time, especially in the area of Mathematics.

Summary

The staff at Selma High School strives to create a school culture that supports all students' personal, social emotional and academic growth. We have worked to focus on continued school improvement and have provided a safe, clean and orderly campus that nurtures learning and is characterized by trust, professionalism, equity and high expectations for all students. We are proud to have multi-tiered supports that provide students the academic and socioemotional supports they need. We are working to provide all students with the skills to become college and career ready so that they can achieve success beyond SHS.

Selma High School has implemented a wide variety of activities to connect to our stakeholders. SHS families have differing levels of knowledge, access to technology, and languages; as a result, the school utilizes multiple means to communicate and engage parents in the learning process and school community. While school to home communication has increased we recognize that we need to work on increasing parental involvement, especially in the academic success of their students.

Category E: Areas of Strength

We are proud that...

- Communication has increased between school and parents.
- We have a number of Tier 2 interventions for students.
- Our Career Center helps students with college and career readiness.
- Many elective programs at SHS provide access to a wide range of interests for students in their learning both academically and extracurricularly.

Category E: Areas of Growth

We must...

- Increase parental and community involvement, particularly with regard to student learning.
- Continue to increase student involvement in things such as rallies, intramurals, dances, lunchtime activities
- Continue to focus on English Learners, providing programs and intervention as warranted.
- Rethink Enrichment Period.

Prioritized Areas of Growth Needs from Categories A through E

- Work to improve the understanding of and commitment to our college- and career-readiness indicators and our SLO's by all stakeholders.
- Address our students' lack of mathematical understanding. The percentage of students meeting the Math CAASPP standards is extremely low. This matches anecdotal evidence from teachers that students struggle with simple math and how to apply basic equations to applied academics that expects prior mathematics knowledge.
- Continue to implement Tier 1 interventions in the classroom schoolwide and continue to explore

different ways of responding when students do not learn, especially our special population students including our ELL students and students with disabilities..

- Work to increase the involvement of additional parental groups in the analysis of student achievement data and in the shared decision-making process.
- Increase pathway completion for all students.
- Schedule designated time to involve all staff in the decision-making, responsibility, and reflection process on actions taken to facilitate and support student college- and career-readiness.
- Continue to improve our system to collect evaluative data on post high school success. A better response rate would be very valuable in evaluating the congruence or effectiveness of our programs.
- Improve collaboration between SHS, students and parents in the development and monitoring of a students 4 year plan.
- Continue to explore differentiation strategies and interventions for supporting English Language Learners and students with disabilities so that they can demonstrate creative and critical thinking within a variety of instructional settings and graduate CCI compliant.
- Make more of an effort to discuss college and career and be more purposeful in planning career preparation activities in the non-CTE courses in order to provide more opportunities for all students to experience and participate in a variety of real-world experiences that prepare them for future careers.
- Have our elective teachers attend professional development to deepen and refine their skills and knowledge of research based strategies and practices to help support them as they work to support students in the areas of reading and math.
- Work to have all staff buy in. District and site reforms have been implemented. Unfortunately, not all teachers buy into the reforms. The teachers need to have adequate training and support from whoever is introducing the reform. Adequate resources and school level support need to be provided and ALL administrators need to buy into the reform as well. We would like to have control over the implementation of the reforms in our classrooms.
- Ensure that all staff provide timely feedback to students to ensure adequate time to improve their grades and also grow as learners with targeted feedback on assignments.
- Continue to increase student involvement in things such as rallies, intramurals, dances, lunchtime activities
- Rethink Enrichment Period.

Chapter IV

Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

The following have been identified as the major student learning needs based on the profile, the Focus Group findings, the California Dashboard results, and stakeholder input.

Critical Student Learning Need #1: *A majority of students are demonstrating a lack of mathematical preparedness and are in need of additional math support in fundamental math skills in order to meet standard on the CAASPP Math Assessment and pass their math class.*

Given our overall status on the Dashboard and all of our efforts and lack of student progress since the last 6 year accreditation in the area of math preparation, it is evident that there is a need to continue to review our instructional practices, curriculum and placements in the area of mathematics. Our ELA scores have continued to hover around 63% for the past few years, while our math scores have dropped by 9% when comparing 2018 scores to those of 2021 (from 23% in 2018 to 13% in 2021). It is clear that this is an area for growth campus-wide.

We continue to experience significant achievement gaps with our English Learners and students with disabilities as well, especially in the area of mathematics. We are putting forth significant efforts in support of these two subgroups and the long-term success and state measures will show whether these changes are going to move us in the right direction. The SHS Leadership Team and the SHS Math Department as well as the rest of the staff are dedicated to making major improvements in the area of math performance.

CAASPP MATHEMATICS - Grade 11				
	Standard Exceeded %	Standard Met %	Standard Nearly Met %	Standard Not Met %
2018-19	6%	17%	24%	53%
2020-21	4%	17%	30%	49%
2021-22	1%	12%	20%	65%

Schoolwide Action Plan: Goal 1

Critical Student Learning Need #2: *Our English Language Learners and students with disabilities are in need of targeted interventions in literacy and problem-solving in order to meet graduation requirements and meet standard on the CAASPP ELA and Math Assessments.*

In response to our at-risk populations, our staff is working to create an even stronger, more defined system of student support and intervention to promote a culture of academic success. We must continue to focus on English Learners, providing them with programs and interventions as warranted. The focus should also include all at-risk populations including but limited to SPED.

Data continues to show that our ELL population is growing significantly and we must work to meet the needs of this population. Our EL CAASPP data shows that our EL's struggle in all areas of literacy, with an average of 70% of EL's scoring below standard in the area of reading. While the EL math CAASPP data shows that our ELL students struggle in all areas of math, with over 86% scoring below standard in problem-solving and over 80% scoring below standard in the application of concepts.

Our population of students with disabilities has grown over the years (from 9% in 2017-2018 to 11% in 2021-2022), but at a much slower rate than our ELL population (from 9% in 2017-2018 to 19% in 2021-2022). Both groups struggle with high ineligibility rates, low CAASPP test scores in both ELA and math and chronic absenteeism.

EL Data					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# of EL Students	156 8.8%	181 10%	223 12.6%	273 15.6%	337 18.7%
Redesignated FEP	24 15%	9 5.77%	8 4.42%	6 2.69%	9 2.7%
Ineligibility Rates Overtime (Fall)	36/161 22%	50/171 29%	88/222 40%	156/269 58%	172/319 54%
Math CAASPP Met & Exceeded	0%	3%	-	0%	0%
ELA CAASPP Met & Exceeded	3%	10%	-	16%	14.29%
Graduation Rate	81%	82.5%	-	75%	66.7%
Chronic Absenteeism	9.50%	14.50%	-	14.10%	48.5%

Students with Disabilities Data					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# of Students with	164	166	156	177	207

Disabilities	9%	9%	8.8%	10%	11.5%
Ineligibility Rates Overtime (Fall)	50/118 42%	53/162 33%	60/153 39%	92/174 53%	76/194 39%
Math CAASPP Met & Exceeded	12%	0%	-	0%	0%
ELA CAASPP Met & Exceeded	20%	6%	-	21%	5.71%
Graduation Rate	63.3%	75.5%	-	75.5%	53.5%
Chronic Absenteeism	19.10%	18.50%	-	12.20%	45.8%

Schoolwide Action Plan: Goal 2

Critical Student Learning Need #3: *In order to increase our college and career indicator, our students need to be exposed to what it means to be college and career ready. Our students need to continually be engaged in challenging, innovative and relevant learning experiences through a rigorous curriculum that incorporates the 4 C's, targeted literacy skills and the inquiry process.*

There is work to be done in order to have all students who graduate be prepared to move forward after high school. In reviewing the data in Ch. 2 and through Focus Group and Home Group discussions, it was evident that we need to explore better systems to track, report and inform all stakeholders on the progress and options available throughout high school to meet the desired status through a multitude of options. All stakeholders must develop a better understanding of what it means to be college and career ready including but not limited to developing a better understanding of the CTE Pathways and what completion looks like and the benefits from it and what meeting A-G requirements means in terms of graduating with a certain skill set. Having staff, students and our parents all on the same page when it comes to these expectations is something that we are looking forward to.

SHS is proud of the fact that we have grown our CTE Pathways over the past 6 years and that we are continuing to invest in the much-needed infrastructure and experienced faculty needed to ensure that all of our students have access to a college and career pathway of their choice. While we are very proud of what we have been able to accomplish over the past 6 years, we must work to hold student interest and provide the support needed for students to successfully complete their CTE Pathway of choice and show that every student can be a global citizen and contribute to society by becoming college and career ready.

College and Career Indicator Data					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# of Graduates	389	408	4	375	358
Percent of					

Students that qualify as Prepared for College and Career	57.3% Increase of 11.4%	63.3% Increase of 6%	-	-	-
% of Total AP Students with Scores 3+	53%	55%	57%	49%	49%
Students Meeting A-G Requirements	166 42.7%	31 7.6%	1 25%	148 39.5%	122 34.1%
# of Students Completing a CTE Pathway	-	-	122	187	143

Schoolwide Action Plan: Goal 3

Schoolwide Action Plan

WASC Criteria:

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Goal 1

Selma High School will increase math proficiency for all students to increase achievement within the curriculum as measured by CAASPP Math scores.

Critical Learner Need #1

A majority of students are demonstrating a lack of mathematical preparedness and are in need of additional math support in fundamental math skills in order to meet standard on the CAASPP Math Assessment and pass their math class.

Student Learning Outcomes (SLO's)

Believing
Supporting

LEA/LCAP Goals

#1 - All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various, local, and state assessments.

#3 - Intensive support will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

SHS SPSA Goals

#1 - All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various local and state assessments as well as by the California Accountability Model & School Dashboard and meet college and career expected levels.

#3 - Provide all students a safe and orderly environment that will support social, emotional, behavioral, and academic success.

Action Steps	Oversight	Needs	Metric/Indicator
Provide ongoing professional development to the Math Department to help ensure good first instruction (purposeful planning with essential standards in mind) and the implementation of Tier 1 and Tier 2 classroom interventions in order to increase student learning.	-Admin in charge of Math Dept. -Math Dept. PLC	-Agreed upon instructional-based practices/standards and commitment to reform -Time is needed for purposeful planning -Time is needed to review a broader range of potential curriculum for adoption -Students need a curriculum with examples -Develop a better understanding of the essential standards on CAASPP	-CAASPP assessment results reviewed annually by all staff to identify need and establish ownership -Ongoing CFA data reviewed by PLC's on a monthly basis with a clear plan for interventions in the classroom and reassessment to ensure interventions have taken place and have been effective -Weekly Classroom Walkthroughs by the Admin Team to monitor growth and implementation and data shared with individual departments during PLC time to establish accountability for all stakeholders
Provide ongoing professional development to elective teaching staff to help with the integration of math instruction into their curriculum.	-Admin in charge of Elective Depts. -Elective PLC's	-Essential standards identified by the Math Department (based on skills required at multiple levels and emphasis on the Math CAASPP) that elective teachers can focus on -Designated time for elective teachers to collaborate with the Math Department on these essential standards	-CAASPP assessment reviewed annually by all staff to identify need and establish ownership -Ongoing CFA data reviewed by PLC's on a monthly basis -CAASPP assessment reviewed annually by all staff to identify need and use of Weekly Classroom Walkthroughs by the Admin Team to monitor growth and implementation.
Provide release time for teachers of newly developed math courses to identify essential standards, develop pacing guides and common assessments.	-Admin in charge of Math Dept. -Math Dept. PLC	-Calendared pullout days by PLC Team (ex. Math 1 Team). -Curriculum leads to guide the unit building process. Time is needed to review a broader range of potential curriculum for adoption -Students need a curriculum with examples	Completion of pacing guides for all newly developed courses including the identification of agreed-upon essential standards, curriculum, and the completion of CFA's and unit assessments.

Increase the PLC focus on the implementation of interventions needed based on the analysis of both the CFA data and disaggregated CAASPP data.	-Admin team -Dept. Chairs -PLC's	-PD on how to respond when students do not learn. -Researched based Tier 1 and Tier 2 interventions. Disaggregated CAASPP data from prior years for each student cohort.	PLC collaboration teams will develop an indicator to be used after the implementation of Tier 1 & Tier 2 interventions.
Align expectations and curriculum with the feeder middle school, especially in the areas of ELA and Math.	-Principals of both ALMS and SHS -Admin in charge of ELA and Math Depts. -Department Chairs -PLC's	-Coordinated meeting time between ALMS and SHS. -Pacing Guides with essential standards and example CFA's.	-PLC collaboration teams will share essential standards, pacing guides, and CFA data bi-annually. -CAASPP Data will also be reviewed and we will look for improvement within the same graduating class.
Develop and share in-class Wellness/SEL strategies to improve self-advocacy and resiliency in students.	-MTSS Team	-Staff buy-in to building relationships with students through the implementation of Bear Lessons and a school-wide focus on being college and career ready.	-Completion of the Positivity Project -Walkthroughs during Bear Lessons

Goal 2

Selma High School will increase support for our English Language Learners and students with disabilities in order to close the learning gap as measured by ELA and Math CAASPP Assessments, SHS graduation rates and redesignation rates for English Language Learners.

Critical Learner Need #2

Our English Language Learners and students with disabilities are in need of targeted interventions in literacy and problem-solving in order to meet graduation requirements and meet standards on the CAASPP ELA and Math Assessments.

Student Learning Outcomes (SLO's)

Accepting
Supporting

LEA/LCAP Goals

#2 - Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

#3 - Intensive support will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

SHS SPSA Goals

#2 - Provide academic and behavioral services to address individual needs and to close the learning gaps.

#3 - Provide all students a safe and orderly environment that will support social, emotional, behavioral, and academic success.

Action Steps	Oversight	Needs	Metric/Indicator
Provide ongoing professional development for all teachers related to effective instructional and classroom management strategies for underperforming subgroups identified in this goal. Including differentiation strategies for SWD and how to implement ELD standards into their curriculum, and everyday lessons.	-Assistant Principal	-Designated PD Calendar for the school year. -School-wide focus on identified ELD standards -School-wide focus on the identified need for our SWD.	-Weekly Classroom Walkthroughs by the Admin Team to monitor growth and implementation.
Provide release time for staff to develop standards-aligned curriculum & assessments that are principally directed to English Learners and students with disabilities.	-Admin Team -PLC's	-Designated pullout days for PLC's to devote time to planning	-Weekly Walkthrough Data to monitor growth and implementation. -Monthly CFA Data
Provide professional development to EL staff members that targets listening, speaking, reading, and writing skill acquisition through good first instruction practices.	-Assistant Principal	-Designated time	-Weekly Walkthrough Data
Provide special population students with additional supports including but not limited to counseling, interventions and monitoring to help ensure academic success and timely interventions.	-Principal -Assistant Principal -Coordinator	-Determine who will monitor (Coordinator needed) -Additional BIA's -Grade level appropriate materials in ELD -Priority scheduling -Cap of 20-25 in ELD support classes	-Monitor GPA every 6 weeks for special populations, specifically looking at grades in Math and ELA -Monitor absenteeism every week
Identify needs and implement effective new teacher and support staff training (i.e. bilingual aides,	-District Leadership (HR Dept)	-PD opportunities -Sub coverage for observation of best	-Evaluations -Student progress (GPA by course)

special education aides) beyond the initial orientation. (In particular for veteran teachers and staff who do not have Teacher Induction or other support.)	-Admin Team -Dept. Chairs -TOSA	practices and instructional rounds	
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Goal 3

Selma High School will increase our College and Career Indicator for all students through 21st-century competencies including delivering a rigorous, standards-based curriculum, using research-based instructional practices that increase student engagement for ALL students.

Critical Learner Need #3

In order to increase our college and career indicator, our students need to be exposed to what it means to be college and career ready. Our students need to continually be engaged in challenging, innovative and relevant learning experiences through a rigorous curriculum that incorporates the 4 C's, targeted literacy skills and the inquiry process.

Student Learning Outcomes (SLO's)

Believing
Accepting
Supporting

LEA/LCAP Goals

#1 - All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various, local, and state assessments.

#4 - Enhance district parent and community involvement opportunities.

SHS SPSA Goals

#1 - All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, math, science, and ELD as measured by various local and state assessments as well as by the California Accountability Model & School Dashboard and meet college and career expected levels.

#4 - Enhance parent involvement and outreach activities to provide information, training and resources.

Action Steps	Oversight	Needs	Metric/Indicator
Implement a campus-wide focus on college and career eligibility and readiness for all students with an	-Admin Team -MTSS Team -Career	-All staff buy-in -Training for all staff, students and parents on	-Completion of events and lessons taught. -Stakeholder surveys.

Selma High School ACS WASC/CDE Self-Study Report

emphasis on our SLO's. Including the continued integration of the Selma High's 5 into classroom norms and expectations.	Technician	what college and career eligibility and readiness looks like for all students -Calendar all campus-wide college and career events and lessons and advertise	
Explore a new Enrichment/Advisory Period and or new schedule in order to implement a campus-wide focus on college and career (including time for interventions).	-Leadership Team and Academic Council	-Staff buy-in -Calendared time	-Increase in College and Career Indicator
Increase the number of parents and students using our communication platforms, specifically Parent Square (parents), Aeries (parents and students) and Minga (students).	-Admin Team -Teachers and Counselors	-Calendar specific events to achieve this goal	-Increased numbers of parents and students using these communication tools.
Investigate and implement effective strategies to communicate College and Career information to our target populations and families as well as increase the involvement of parents in the analysis of their student's progress toward being college and career ready.	-Deputy Principal -College and Career Technician -Counselors' -Students and families	-Designated time throughout the school year to meet with students and parents. -Advisory?	-The collection of appointment and workshop attendance data will indicate whether our target groups are accessing resources at the same level as other groups. -Student/Parent surveys
Increase opportunities for focused career exploration through the California Colleges.edu, the College and Career Center, CTE Pathway courses, and field trips.	-Admin Team -Counselors -Career Technician CTE Teachers	-This time needs to be calendared (Advisory/Enrichment?)	-Completion of CCGI lessons & 4-year plans -Attendance of field trips -College and Career Days

Appendices

- A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
- B. Results of student questionnaire/interviews
- C. Results of parent/community questionnaire/interviews
- D. The most recent California Healthy Kids Survey
- E. Master schedule
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
- I. California School Dashboard performance indicators
- J. School accountability report card (SARC)
- K. CBEDS school information form
- L. Graduation requirements
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. Budgetary information, including school budget
- O. Glossary of terms unique to the school.

- A. Selma Unified School District Local Control and Accountability Plan (LCAP)
 - a. Selma High School Plan for Student Achievement
- B. Results of student questionnaire/interviews
 - a. Student Survey Results
 - b. Certificated Staff Survey Results
 - c. Classified Staff Survey Results
- C. Results of parent/community questionnaire/interviews
 - a. 2022-23 Parent Input on SPSA
 - b. 2022-23 ELAC Input on SPSA
 - c. Parent Survey Results
- D. California Healthy Kids Survey

- E. Master Schedule
- F. Approved AP Course List
- G. UC A–G Approved Course List
- H. Additional Details of School Programs
 - a. Focused Programs
 - b. New Programs
 - c. Support Programs
- I. California School Dashboard Performance Indicators
- J. School Accountability Report Card (SARC)
- K. CBEDS School Information Form
- L. Graduation Requirements
 - a. Graduation Requirements pg. 14
- M. Pertinent Additional Data
 - a. Selma, Ca Census Information
 - b. Map of Selma High School
 - c. Selma High Bell Schedules
 - d. Parent & Student Handbook
 - e. California School Dashboard Performance Indicators
- N. Selma High School Budget
 - a. SHS General Ledger