

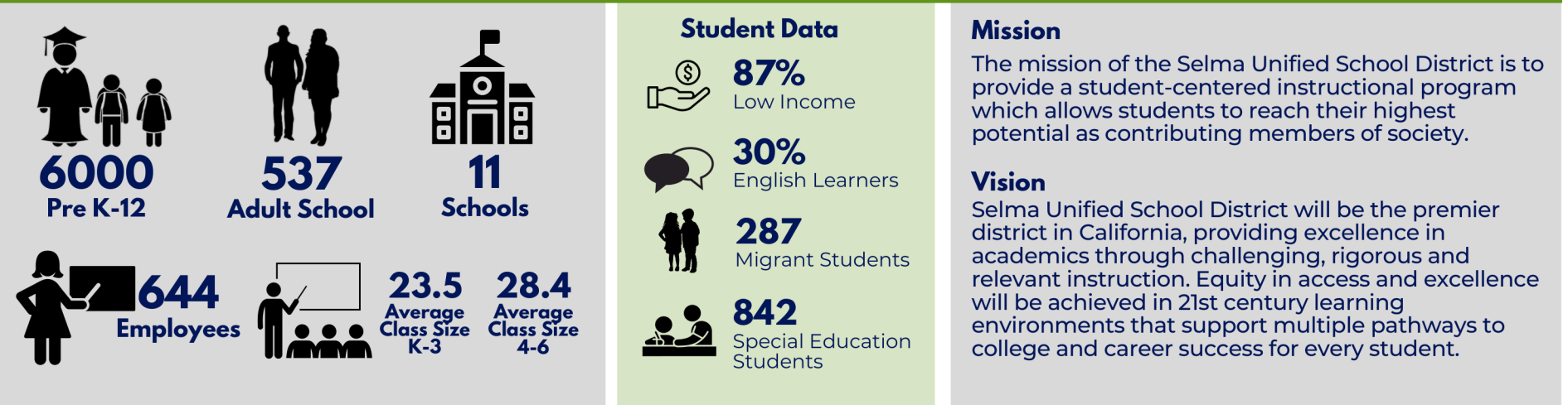


LOCAL CONTROL & ACCOUNTABILITY PLAN

PLAN SUMMARY 2022-23

SELMA UNIFIED SCHOOL DISTRICT

OUR DISTRICT



OUR GOALS



OUR SUCCESSES





GOAL 1

Academic growth: 1 year's growth in 1 year's time



ACTION HIGHLIGHTED ACHIEVEMENTS

Core instruction with adopted materials and supplemental resources

Intense focus on goals by all academic leaders

Professional learning, strategic training and collaboration

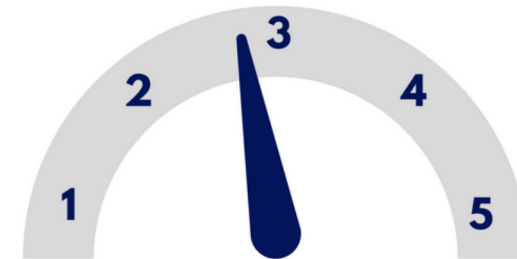
Counselors, libraries, and Career Technical Education support literacy and learning engagement

Broad courses of study; technology; and visual and performing arts contribute to student engagement, well-being, and academic success

PROGRESS



PROGRESS KEY



1 Research 2 Development
3 Initial Implementation
4 Full Implementation
5 Implemented and Sustainable

*unaudited

STUDENT INFORMATION



45
Foster
Youth

47
Homeless
Students

African American 0.2%
American Indian 0.2%
Asian 3.2%
Hispanic 91.5%
Pacific Islander 0.1%
White 4.3%
Other 0.5%



GOAL 2

Tier 2 Support for Academics and Social/Emotional Learning



ACTION HIGHLIGHTED ACHIEVEMENTS

Reading & Math Intervention Teachers provide extra support and increase proficiency

Multi-tiered systems of support provide equitable access and opportunity for **all** students to achieve

English Learner programs, assessments & support provide multiple methods for students to acquire English language proficiency

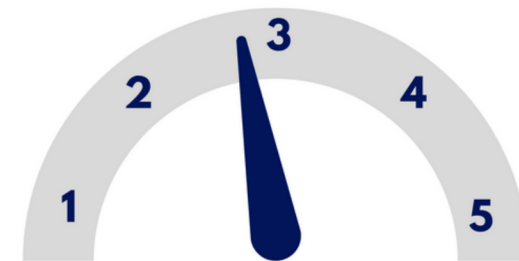
Academic data & assessment systems provide detailed information on efforts that help students achieve

The summer school program provides extra learning time and an intensive focus on achievement

PROGRESS



PROGRESS KEY



1 Research 2 Development
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GOAL 3 Intensive Support for Academics and Social/Emotional Learning



ACTION HIGHLIGHTED ACHIEVEMENTS

PROGRESS

PROGRESS KEY

Student & Community Services support improved school attendance, stable school enrollment, services for homeless and foster youth, and interventions for families in-need



Positive Behavior Intervention supports safe schools, promotes good behavior and lowers suspension and expulsion rates



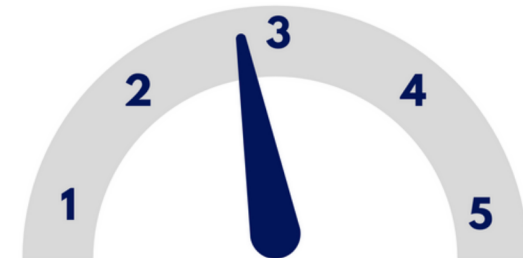
Health & Wellness screenings and services identify health issues which can affect academic performance and attendance



Mental Health Services and counseling meeting the needs of the whole child to support academic performance



School culture & learning environments help students feel engaged, safe, and supported



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GOAL 4 Parent Engagement



ACTION HIGHLIGHTED ACHIEVEMENTS

PROGRESS

PROGRESS KEY

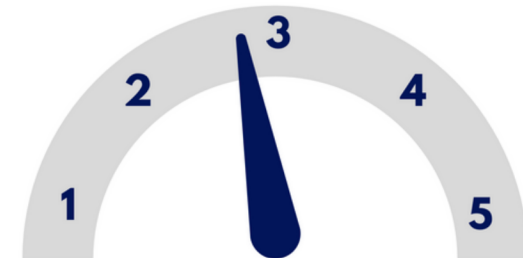
New Parent Center will provide trainings to help parents support their students' education

Partnerships with Parent University & Success Together promote parent engagement

Parent encouraged to attend and participate in school and district committees and meetings

Parents give input on the LCAP so district resources are used to meet student needs

Social Workers & Attendance Staff work with parents on regular student attendance and parent engagement activities



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3 Initial Implementation
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GOALS FOR 2023-24

Academic Achievement for All

All students in Selma Unified will make progress toward the goal of grade level proficiency in English Language Arts, Math, Science and English Language Development as measured by various, local, and state assessments

Multi-Tiered System of Supports for Academics

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

Multi-tiered Systems of Support for Social-Emotional Learning, Behavior, Safety and School Climate

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

Parent & Family Participation; Student Attendance

Parent participation and Family Engagement opportunities will be provided to develop strong home-school connections and to encourage consistent student attendance

Budget 2023-24

LCAP/LCFF Income
\$92,805,426

Of that total, \$26,873,468 is for high needs students identified as English Learners, Foster Youth, and Low-Income Students.

