



LCFF Budget Overview for Parents

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

CDS Code: 10-62430

School Year: 2025-26

LEA contact information:

Raquel Hammond

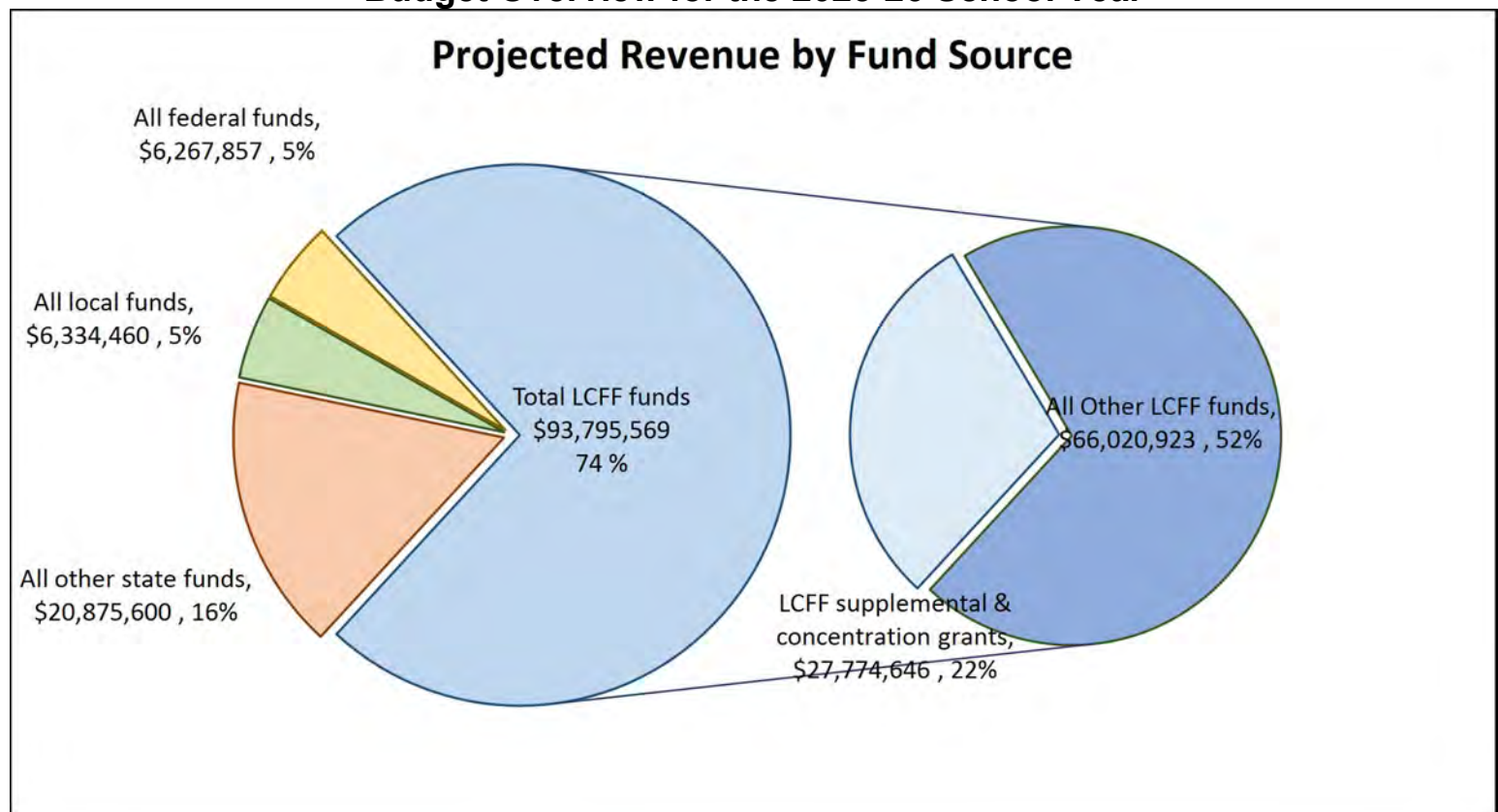
Chief Academic Officer

rhammond@selmausd.org

559-898-6500

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

Budget Overview for the 2025-26 School Year

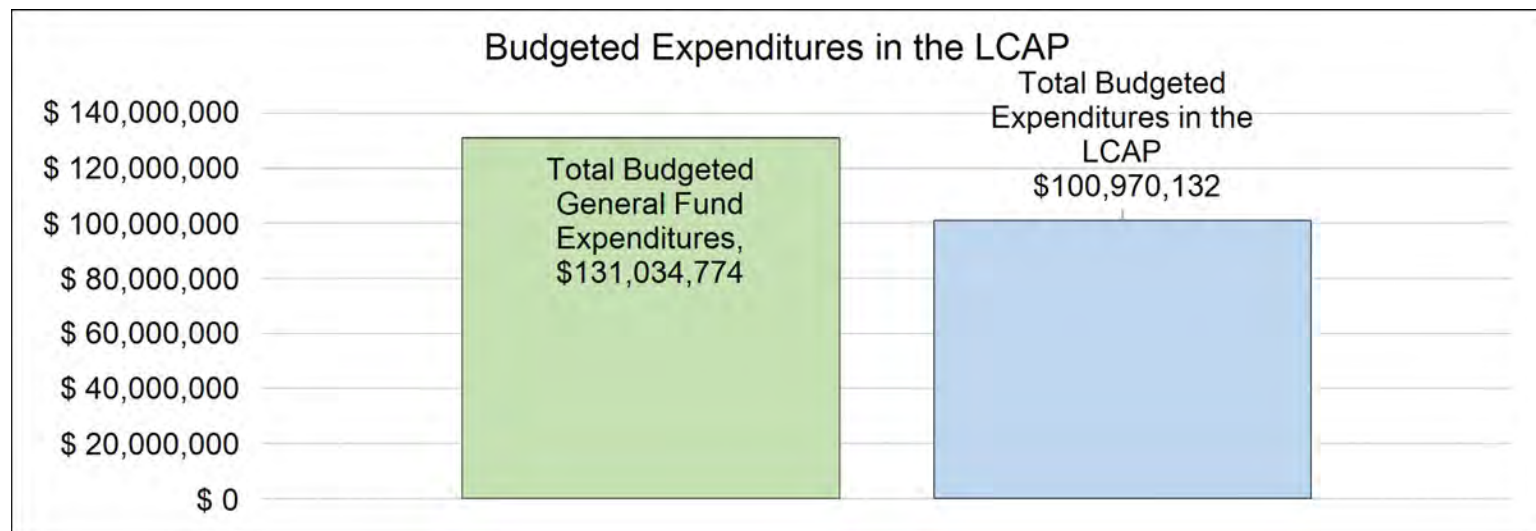


This chart shows the total general purpose revenue Selma Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Selma Unified School District is \$127,273,486, of which \$93,795,569 is Local Control Funding Formula (LCFF), \$20,875,600 is other state funds, \$6,334,460 is local funds, and \$6,267,857 is federal funds. Of the \$93,795,569 in LCFF Funds, \$27,774,646 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Selma Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Selma Unified School District plans to spend \$131,034,774 for the 2025-26 school year. Of that amount, \$100,970,132 is tied to actions/services in the LCAP and \$30,064,642 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Selma Unified School District plans to spend \$131,034,774 for the 2025-26 school year. Of that amount, \$100,970,132 is tied to actions/services in the LCAP and \$30,064,642 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

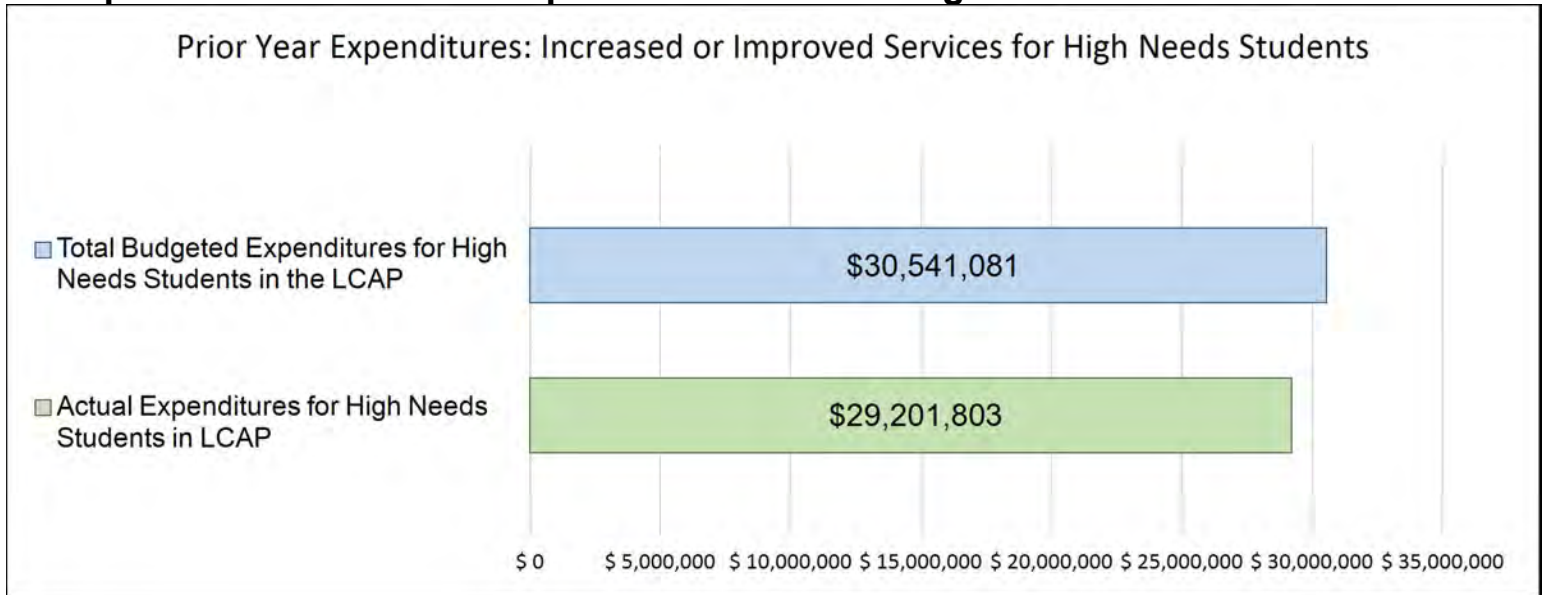
Other General Fund expenditures not included in the LCAP include general instruction- related costs administration, operations, grounds, facilities, custodial, transportation.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Selma Unified School District is projecting it will receive \$27,774,646 based on the enrollment of foster youth, English learner, and low-income students. Selma Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Selma Unified School District plans to spend \$29,674,310 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Selma Unified School District's LCAP budgeted \$30,541,081 for planned actions to increase or improve services for high needs students. Selma Unified School District actually spent \$29,201,803 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,339,278 had the following impact on Selma Unified School District's ability to increase or improve services for high needs students:

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



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Selma is located in California's Central Valley, approximately 20 miles south of Fresno. In 2023, the population estimate for Selma was 24,467. The city of Selma is located in a rural setting, surrounded by land devoted to agriculture. The agricultural industry in and near Selma includes both small and large farming entities. With more than 90 percent of U.S. raisins produced within eight miles of Selma, the city adopted the slogan "Raisin Capital of the World" in 1963. The median income in 2023 for a household in the city was \$55,839. The poverty rate for the city in 2023 was 19.80%. The median age of those living in Selma is 33.3 years old.

The mission and vision of Selma Unified School District is to become the premiere district in California, known for delivering top-tier academic programs through rigorous and relevant instruction. We believe that every student deserves access to high-quality education and are committed to achieving equity in access and excellence. At the core of our mission is a student-centered instructional program designed to help students achieve their highest potential as contributing members of society. We strive to create an inclusive and nurturing atmosphere where each student's unique abilities are recognized and cultivated. By providing a well-rounded education that goes beyond academics, we prepare our students to be thoughtful, engaged citizens who are ready to make a positive impact in the world.

Selma Unified School District's Strategic Plan outlines our commitment to excellence in education, focusing on improving academic and personal skills while ensuring lifelong success for students. The plan includes three main goals:

Goal 1. Academic Skills: Students will grow in core academic areas, including English and Math proficiency, critical thinking, and problem-solving. Scholarly habits like time management and study skills will be developed.

Goal 2. Personal Skills: Students will focus on motivation, socio-emotional well-being, and a positive school climate to support continued growth and success.

Goal 3. Lifelong Success: Ensuring college and career readiness, promoting career technical education, and enhancing bilingual proficiency will prepare students for lifelong success.

Selma Unified School District aims for annual improvements in academic performance, graduation rates, socio-emotional well-being, and fostering a positive and inclusive learning environment.

Selma Unified School District serves the needs of a student population of approximately 6,000 from Transitional Kindergarten through twelfth grade. The district is comprised of 9 comprehensive schools and an alternative continuation high school, which also contains an independent study program and a community day school, totaling 12 schools in all. We also have an adult school and an adult transition program (ATP). There are seven elementary sites, one middle school, and one comprehensive high school campus. The ethnic make-up of the school district, as reported by CDE, is primarily Hispanic, with a significant correlation among three subgroups: Hispanic, Socioeconomically Disadvantaged, and English Learners. Approximately 91% of students qualify for Free/Reduced meals and are considered Socioeconomically Disadvantaged/Low Income. Approximately 28.8% of the student population are identified as English Learners, 20.7% are Reclassified, and 31.5% of our English Learners students are identified as Long Term English Learners. We also have 260 migrant students in our schools. Languages spoken by students in Selma include Spanish, Arabic, Punjabi, Hindi, Hmong, Lao, and Mixteco. In 2024-25, there were 873 students total in SPED receiving Special Education services. 447 students are in RSP, 38 preschool SPED students in early learning programs, 102 SDC students in TK-6, 34 secondary SDC students 7-12, 14 students in Adult Transition, approximately 497 students receive speech services, and 74 students receive occupational therapy services. Approximately 35% of our Special Education students are dually identified as English Learners.

Equity Multiplier Sites (3) for 2025-2026: Heartland High Continuation, Selma Independent, STRIVE Academy. Heartland High is a continuation school setting serving an enrollment of 93 students from grades 7-12.

Any unused funds (carryover) at these particular sites from the 2024-2025 school year will continue in Goal 4 and Goal 5 to support these specific schools and the needs identified for low-performing student groups.

Reflections: Annual Performance

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

In 2023-2024, Selma Unified's growth success markers include improvement in Graduation rate (Green Indicator Level), Chronic Absenteeism (Yellow Indicator Level), Mathematics (Yellow Indicator Level), and English Language Arts (Yellow Indicator Level) as indicated by the 2024 CA Dashboard.

Successes:

Our math scores improved by 7.5 points distance from standard overall, including gains for our ELs, FY, and SED students, improving by 3.6, 22.0, and 7.5 respectively as indicated by the 2024 CA Dashboard. Our ELA scores also improved by 5 points distance from standard, including gains for our, ELs and SED students, improving by 4.0 and 4.6 respectively also as indicated by the 2024 CA Dashboard. Our improvements in ELA and math are the results of our efforts to ensure that our curriculum, instruction, and assessments are aligned to State frameworks and content standards. Our literacy coaches are also essential in supporting our teachers with implementing effective literacy practices and strategies. We continue to provide on-going professional learning opportunities to support the implementation our new math adoption, Illustrative Math.

We continue to decrease our chronic absenteeism rate which is at 16.3%, a significant decline of 6.7% from the previous year as indicated by the 2024 CA Dashboard. This is a result of our continued efforts to expand supports for our students who are most affected by chronic absenteeism, including low-income and foster youth students. Our site administrators work closely with support staff, school social workers, Positive Behavior Aides, CSOs, home-school liaisons, and our District Student Services Department to focus on the importance of attendance and academics for our chronically absent students. Attendance intervention teams work alongside parents and students to provide targeted supports, including home visits, student incentives, and parent education/involvement opportunities to help improve student attendance.

Our graduation rate of 89.8% is an area of success which increased 4.8% from the previous year as indicated by the 2024 CA Dashboard. Selma High also showed significant increase in their graduation rate of 4% to being at 95.6%, which moved their 2024 CA Dashboard color band from being at a green indicator level to a blue indicator level. While we are proud of our improvements in our graduation rate, we continue to work to increase the percentage of students who are college/career prepared by the time they graduate. Currently, our CCI is at maintained with 39.9% which is an increase of 0.4% from the previous year.

Challenges:

Our long-term EL students received red indicators as a subgroup in ELA (-99.4 DFS), Math (-162.2 DFS), ELPI (35.8%), chronic absenteeism (23.6%), and suspension rate (11.6%). We will continue to provide support through instructional coaching as well as professional development on the science of reading and improvement strategies in mathematical design with content support from Illustrative Math on student performance. Our educational services department will collaboratively develop a team to revise and finalize our English learner master plan to ensure success for our EL students. We will continue our efforts to decrease our chronic absenteeism rate of 16.3% through continuously monitoring, providing strategic interventions, and implementing various multi-tiered systems of supports from our site and Student and Community Services Department staff with emphasis on our most at-risk students.

One additional area of focus for us will be to improve our suspension rate. Our current suspension rate is 4.6% on the 2024 CA Dashboard indicating a maintained level which is a 0.1% increase from the previous year. Out of the 14 subgroups, 6 of the them have high or very high suspension rates. The high rate groups in the Orange performance level are: English Learners (5.0%), Hispanic (4.7%), Foster Youth (14.5%), Socioeconomically Disadvantaged (4.8%), and Students with Disabilities (6.1%). The very high rate group in the Red performance level is Long -Term ELs (11.6%). We will continue to use alternative means to suspension as well as implementing restorative practices within our schools.

Selma Unified does not have any unexpended LREBG funds.

The 2025-26 Governor's Budget proposes additional Learning Recovery Emergency Block Grant funding for LEAs. Because the details of the proposal, including the dollar amount, were not finalized in time for the 2025-26 LCAP development process, we will include any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP. This approach ensures that Educational Partners will have the opportunity to provide feedback on the use of these proposed additional funds.

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

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

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

Chronic Absenteeism has declined from 42.43% to 22.4%, a decline of 20.03%. Low Income Student rates have also decreased from 42.9% to 23%, demonstrating success in strategies implemented via by Principals, Program Managers, Social Workers, Positive Behavior Aides, CSOs, and the Director of Student and Community Services and staff. In collaboration with Home School Liaisons, paid for out of the Community Schools Grant. We continue to focus on the importance of school attendance and use strategies to support school connectedness and address barriers to attendance. This has included development of attendance intervention teams at each site to address

chronic absenteeism. Other strategies have included home visits and contacts, student incentives, and parent education about attendance. Additionally, the district targeted students who are most affected by chronic absences, including low-income and foster youth.

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

The 2022-2023 Dashboard Required actions for Selma Unified demonstrate 4 areas where the district performed at the lowest level, with red indicators in each area for ELA, Math, Suspension, and College/Career. Of the 12 schools in Selma, 5 schools received the lowest performance level on one or more state indicators, including the schools Eric White, Heartland, Indianola, Selma Independent, and Terry. All schools in Selma Unified had at least one student group performing at the red indicator level, except for 2 elementary sites, Garfield and Roosevelt Elementary. Strive Academy's dashboard data demonstrated no performance color for specific subgroups due to school size, but did have a red indicator in the area of suspensions.

Student groups within Selma Unified that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

ELA: Foster Youth, SWD

Math: Foster Youth, SWD

Suspension: Foster Youth, Homeless, Asian

College/Career (CCI): Homeless, SWD

Schools within Selma that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Eric White Elementary: ELPI

Heartland Continuation: Suspension, CCI

Indianola Elementary: Suspension

Selma Independent: ELA, Math, Grad Rate, CCI

Terry Elementary: ELA, Math, Suspension

Student groups within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Lincoln Middle School: ELA-SWD; Math-SWD; Chronic Abs-White

Jackson Elementary: ELA-SWD

Eric White Elementary: ELA-SWD

Heartland Continuation: Suspension-EL, SED, Hispanic; CCI-SED, Hispanic

Indianola Elementary: ELA-SWD; Math-SWD; Suspension-SED, Hispanic

Selma High: ELA-EL, SWD; Suspension-EL, SWD, Asian

Selma Independent: ELA-SED, Hispanic; Math-SED, Hispanic; Grade Rate-SED, Hispanic; CCI-SED, Hispanic

Terry Elementary: ELA-EL, SED, Hispanic; Math-EL, SED, Hispanic; Suspension-SED, Hispanic

Reflections: Technical Assistance

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

DA Qualifying Groups: FY, LTEL, HO, SWD
ELA: FY, LTEL, HO, SWD
Math: FY, LTEL, HO, SWD
ELPI: LTEL.
Suspension: LTEL.
Chronic Abs: LTEL.

Selma Unified is in Differentiated Assistance (DA) for:

Foster Youth in the area of Suspensions, Math, and ELA
Long Term English Learners in the area of Suspensions, Math, and ELA, Chronic Abs., and ELPI
Students with Disabilities in the areas of ELA and Math
Homeless Youth in the areas of Math, and ELA

2025-2026

Work is underway, as part of receiving technical assistance, include meeting with the Educational Services leaders to analyze data, develop a needs assessment, research improvement strategies, and further monitor the subgroups. Selma is receiving technical assistance through Fresno County Superintendent of Schools (FCSS) for Differentiated Assistance (DA). This includes the application of Theory of Improvement Science, developing a Problem of Practice, root cause analysis, empathy interviews and more to identify a DA focus. At this time, our team has identified a focus on CCI with an analysis of early warning systems and student support. Scheduled support dates with FCSS have included: 9-24-25, 11-5-25, 1-16-26, 3-6-26, 4-22-26, and 6-10-26. Our learning plan identified that several areas of review are needed, including training for student data reporting systems. Progress monitoring work was entered and completed with reflection and next steps. We will implement a process to identify items to be completed, person responsible for each task, a timeline for completion with monitoring tools.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Board-Mid-year Report presented February 18, 2025	Mid-Year Report to the School Board: Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each school year at a regularly scheduled meeting of the governing board or body of the LEA (optional but recommended).
Parents	Input opportunities for the 2025-2026 LCAP involved Educational Partners: Parents, Students, Educational Partners, and community members including parents and educational partners involved in District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), Student Advisory Committee (SAC), Migrant Parent Advisory Committee (MPAC), Selma Rotary, SUTA Certificated bargaining unit, CSEA Classified bargaining unit, and all other parents and community members. Input was gathered at in-person sessions titled LCAP Community Engagement Forum on January 29, 2025 and March 20, 2025. Input was also gathered at in-person sessions titled PAC, SAC, and DELAC Meeting November 21, 2024, February 5, 2025, and April 24, 2025. Input was also gathered at in-person session titled Selma Rotary meeting, March 4, 2025. An online survey has been available for feedback and input to support the development of our LCAP since December 9, 2024 to March 20, 2025. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed, highlighting successes and challenges of the District. Time was

Educational Partner(s)	Process for Engagement
	<p>allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Information was provided in both English and Spanish. Parents had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students. Parents agreed to the importance of academic interventions provided by teachers and support staff at their school sites and how that has had a positive impact on student success. Parents also appreciated parent workshop opportunities to help them learn more about how to support their students at home.</p>
Students	<p>Input opportunities for the 2025-2026 LCAP included student input through advisory councils and online surveys. The Associated Student Body (ASB) Student Council has convened regularly throughout the school year, with meetings held on 9/4, 9/18, 10/16, 11/6, 11/20, 12/11, 1/25, 2/11, 2/20, 3/12, 3/26, 4/9, and upcoming sessions scheduled for 5/14 and 5/21. The council's key responsibilities include reviewing and approving ASB expenditures and advocating for student concerns related to school and district improvements. This year, the Student Council actively represented the student body by raising critical issues, including the need for improved performing arts facilities, the reinstatement of break time, and expanded food options. In response to feedback from students and administrators, the school introduced additional rallies to improve student engagement and school culture. Overall, the ASB Student Council has provided a platform for students to engage in collaborating with school leadership to initiate meaningful improvements at both the site and district levels. Input was also received through our online LCAP surveys and Panorama student surveys. Surveys suggested that offering a wider variety of clubs, extracurricular activities, and school events with diverse options reflecting different interests would help students feel more included, engaged, and supported on campus. Several responses emphasized the importance of listening to student concerns more seriously and providing better mental health support. Students expressed a desire for more accessible counseling services and proactive efforts to address student behavior. Students indicated the importance for creating a welcoming and respectful school culture which includes</p>

Educational Partner(s)	Process for Engagement
	better teacher-student relationships, more visible security and supervision to ensure safety, and creating spaces where students can feel safe, comfortable, and valued.
Bargaining Units-Certificated	<p>Input opportunities for the 2025-2026 LCAP involved Educational Partners: Bargaining Unit Members involved in SUTA Certificated Bargaining Unit and all other parents and community members. Input was gathered at in-person sessions on February 12, 2025 and via on-line surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed, highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students. Bargaining Unit members gave positive feedback on the increased visual arts and performing arts programs and encouraged the District to continue the VAPA programs as a priority focus.</p>
Bargaining Units-Classified	<p>Input opportunities for the 2025-2026 LCAP involved Educational Partners: Bargaining Unit Members involved in CSEA Classified Bargaining Unit and all other parents and community members. Input was gathered at in-person sessions on February 12, 2025 and via on-line surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.</p>

Educational Partner(s)	Process for Engagement
Teachers	<p>Input opportunities for the 2025-2026 LCAP involved Educational Partners: Teachers including teachers involved in SUTA Certificated Bargaining Unit and all other parents and community members. Input was gathered at in-person sessions on January 29, 2025, February 12, 2025, March 20, 2025 and via on-line surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Information was provided in both English and Spanish. Teachers had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students. Teachers recommended increased services to provided additional professional learning opportunities to help improve instruction. Teachers also spoke positively about the added supports made available through the community liaisons.</p>
Principals/Administrators	<p>Input opportunities for the 2025-2026 LCAP involved Educational Partners: Principals and Administrators. Input was gathered at in-person sessions and also via Google Meets sessions titled Principals and Administrators LCAP Input Meeting on February 19, 2025, February 20, 2025, and February 21, 2025. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Principals and Administrators had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.</p>
Other School Personnel	<p>Input opportunities for the 2025-2026 LCAP involved Educational Partners: Other school personnel including other certificated and classified staff. Input was gathered at in-person sessions on January 29, 2025, February 12, 2025, March 20, 2025 and via online surveys. District personnel provided presentation/information in various ways,</p>

Educational Partner(s)	Process for Engagement
	including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Certificated and classified staff had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
PAC	Input opportunities for the 2025-2026 LCAP involved Educational Partners: Parents, Students, Educational Partners, and community members including parents and educational partners involved in Parent Advisory Committee (PAC) and all other parents and community members. Input was gathered at in-person sessions titled PAC, SAC, and DELAC Meeting November 21, 2024, February 5, 2025, April 24, 2025 and via online surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students. Parents in the PAC made recommendations to continue using Parent Square as a communication tool for our District and appreciated how quickly they were able to receive important information from their school sites.
Complete Draft to the PAC	Presented the complete draft to the PAC and collect questions that could not be addressed, to be addressed in writing by the superintendent-May 8, 2025. There were no questions that could not be answered and a response was not needed.
DELAC	Input opportunities for the 2025-2026 LCAP involved Educational Partners: Parents, Students, Educational Partners, and community members including parents and educational partners involved in District English Learner Advisory Committee (DELAC) and all other parents and community members. Input was gathered at in-person sessions titled PAC, SAC, and DELAC Meeting November 21, 2024,

Educational Partner(s)	Process for Engagement
	February 5, 2025, April 24, 2025 and via online surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media were reviewed, highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Information was provided in both English and Spanish. Educational Partners had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Complete Draft to the DELAC	Presented the complete draft to the DELAC and collect questions that could not be addressed, to be addressed in writing by the superintendent-May 8, 2025. There were no questions that could not be answered and a response was not needed.
SAC	Input opportunities for the 2025-2026 LCAP involved Educational Partners: Students including all students and students involved in Student Advisory Committee (SAC). Input was gathered at in-person sessions titled PAC, SAC, and DELAC Meeting November 21, 2024, February 5, 2025, April 24, 2025 and via online surveys. District personnel provided presentation/information in various ways, including verbal presentation of LCAP Goals, key actions, and related metrics. LCAP info-graphic and digital media was reviewed highlighting successes and challenges of the District. Time was allocated for collaborative conversations and input gathering regarding areas of priority for District focus. Information was provided in both English and Spanish. Students had the opportunity to hear from one another and share thoughts, making recommendations on improving services and programs for students.
Complete Draft to the SAC	Presented the complete draft to the SAC and collect questions that could not be addressed, to be addressed in writing by the superintendent-May 8, 2025. There were no questions that could not be answered and a response was not needed.

Educational Partner(s)	Process for Engagement
Heartland High (Continuation) EM Site Input	Heartland High gathered Equity Multiplier Input in conjunction with the SSC at meetings on January 30, 2025 and March 26, 2025. With Educational Partner input and based on 2024 CA Dashboard red indicator level for Suspension data for All Students, Low Income, and Hispanic Students, focus goals 4 and 5 in our LCAP were developed to increase graduation rate and decrease suspension rate for Heartland High by addressing specific student academic, behavioral, and social emotional needs.
Selma Independent EM Site Input	Selma Independent gathered Equity Multiplier Input in conjunction with the SSC at meetings on January 30, 2025 and March 26, 2025. With Educational Partner input and based on 2024 CA Dashboard red indicator level for Graduation Rate for All Students and Low Income and Hispanic Student, goals 4 in our LCAP was developed to increase graduation rate for Selma Independent by addressing specific student academic, behavioral, and social emotional needs.
STRIVE Academy EM Site Input	STRIVE Academy gathered Equity Multiplier Input in conjunction with the SSC at a meeting on March 26, 2025. With Educational Partner input and 2024 CA Dashboard Suspension data for All Students, focus goal 5 in our LCAP was developed to decrease suspension rate for STRIVE Academy by addressing specific student academic, behavioral, and social emotional needs.
SELPA Consultation	In-person SELPA Governance Meetings: September 12, 2024, October 24, 2024, November 13, 2024, December 11, 2024, February 13, 2025, March 18, 2025
Public Comment Period	Public Comment Period: Notified the public of the opportunity to submit written comments regarding the LCAP actions and expenditures-May 26, 2025 to June 11, 2025.
Public Hearing	Public hearing to solicit recommendations and comments regarding actions and expenditures of the LCAP and district budget-June 10, 2025.
Adoption by the governing board	Final LCAP adoption by the Governing Board-June 24, 2025.
Budget Adoption and Local Indicator Report to governing board	Local Indicators presented, LEA Budget adoption, Final LCAP approval with public comment-June 24, 2025.

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

The LCAP Survey for 2024–2025 gathered valuable feedback and input from parents, staff, and community members with representation across all grade levels and from various schools. The majority of respondents were parents, many of whom have students who are included in program services such as intervention supports, IEPs, and after-school program supports. Most families reported having one or two children enrolled in Selma Unified from TK to high school. Parent and Community input from our survey shows that our parents and families continue to see a need in the area of academic interventions and social-emotional support services. They are particularly concerned about classroom support in both math and English language arts, as well as school safety and sense of contentedness. This includes support for English Learners and Newcomer students. They desire ongoing intervention and enrichment opportunities in Career-Technical Education, Dual Immersion, Robotics, and critical thinking courses, including classes that provide hands-on experiences. Communication methods like such as the ParentSquare app was preferred, though barriers such as work schedules and lack of information were common themes preventing involvement. Overall, parents are engaged and willing to seek opportunities to engage in school organizations and educational activities with childcare and translation services, and training for running parent organizations. Evidence of this feedback can be found in: Goal 1, Actions 1.2, 1.5, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.1, 2.2, 2.3, 2.4; Goal 3, Actions 3.1, 3.3.

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

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

The Student Advisory Committee (SAC) shared feedback and input for the draft 2025-2026 LCAP by recommending the addition of driver's education classes at the high school, noting that this opportunity had been available to students in the past. Parents on the committee recalled its previous benefits and supported bringing it back. The SAC also emphasized the need for social-emotional support services and interventions to assist students facing emotional challenges. Additionally, the committee expressed strong support for expanding academic intervention and credit recovery programs, recognizing these as essential tools to help students succeed academically and stay on track for graduation. Evidence of the feedback can be found in: Goal 1, Actions 1.13, 1.14, 1.16, 1.18; Goal 2, Action 2.3, 2.4.

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

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

Staff perspectives on school culture and student development are generally positive and believe schools maintain high expectations, value cultural diversity, and promote student preparedness and attendance. Teachers/Certificated staff bargaining unit provided input and survey results highlighting a significant concern regarding the necessity for student intervention and tutoring. This includes support needed for students who struggle with foundational literacy skills and basic math concepts. They suggested increased funding for various areas including professional development, school safety and contentedness, VAPA programs, outdoor education, library services, technology, additional TK classes, and reducing class sizes. They also recommended promoting teacher collaboration through vertical articulation and providing time for grade-level forums. Moreover, there was a call for increased support for English Learners and the identification of at-risk students. Teachers also expressed support for enhancing parent involvement and providing training to educate parents on how best to support students. Overall, staff feedback shows dedication and belief in the district's efforts, tempered by calls for more consistent support across schools. Evidence of this feedback can be found in: Goal 1, Actions 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18; Goal 2, Actions 2.3, 2.4, 2.5; Goal 3, Actions 3.1, 3.2.

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

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

District Administrators recommended providing professional learning throughout the school year and continuing to focus on Professional Learning Communities (PLCs) to support the work. Suggestions were made to provide district-wide training on research-based reading strategies, common language for effective instruction, data analysis, and effective strategies for Multilingual Learners. Evidence of this feedback can be found in: Goal 1, Actions 1.3, 1.7, 1.11, 1.14, 1.15, 1.18.

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

On January 30, 2025, and March 26, 2025, Heartland High, STRIVE Academy, and Selma Independent, our Equity Multiplier schools, hosted consultation meetings to collect input from Educational Partners regarding the development of goals and allocation of funds. Informed by this feedback, we will sustain Goals 4 and 5 in the LCAP to address targeted subgroups and specific needs at each school. Goal 4 focuses on improving low academic performance, College/Career Indicators (CCI), and graduation rates at Heartland High and Selma Independent, while Goal 5 targets suspension rates at Heartland High and STRIVE Academy. Documentation of partner feedback is reflected in Goals 4 and 5. Educational Partners from these schools expressed a desire for enhanced transition support for incoming students, facilitated by mental health and social worker teams, as well as increased course offerings. This feedback is evidenced in Goal 4, Actions 4.1, 4.2, and 4.3, and Goal 5, Actions 5.1 and 5.2.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Smarter Balanced-% meeting/exceeding standards	LEA Level All Students: 38.51% Low Income: 37.55% English Learners: 14.49% LTEL: 5.50% Foster Youth: 40.00%	LEA Level All Students: 40.25% Low Income: 39.19% English Learners: 11.65%		LEA Level All Students: 50.66% Low Income: 39.27% English Learners: 14.87%	LEA Level All Students: +1.74% Low Income: +1.64% English Learners: -2.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 17.08% SWD: 12.47% School Level Terry Elementary All Students: 12.31% EL: 10.67% Low Income: 12.8% Hispanic: 13.56% Wilson Elementary All Students:23.92% EL:5.71% Low Income:20.93% Hispanic: 23.03% Jackson Elementary SWD: 14% Eric White SWD: 8.69% Indianola Elementary SWD: 15% Lincoln MS SWD: 13.21% Selma High English Learners: 11.27% SWD: 8.70% Data Year: 2022-2023 Data Source: ELA CAASPP	LTEL: 5.99% Foster Youth: 27.78% Homeless: N/A SWD: 11.93% School Level Terry Elementary All Students: 13.97% EL: 5.07% Low Income: 14.08% Hispanic: 13.18% Wilson Elementary All Students:28.50% EL:10.00% Low Income:25.29% Hispanic:26.75% Jackson Elementary SWD: 12.24% Eric White SWD: 16.22% Indianola Elementary SWD: 11.43% Lincoln MS SWD: 13.76%		LTEL: 9.5% Foster Youth: 23.43% Homeless: 29.8% SWD: 19.75% School Level Terry Elementary All Students:16.5% EL:16.1% Low Income:16.8% Hispanic:17.56% Wilson Elementary All Students:28.2% EL:9.8% Low Income:24.7% Hispanic: 27.03% Jackson Elementary SWD: 18% Eric White SWD: 12.69% Indianola Elementary SWD: 19% Lincoln MS SWD: 17.21% Selma High English Learners: 15.27% SWD: 12.70%	LTEL: +0.49% Foster Youth: - 12.22% Homeless: N/A SWD: -0.54% School Level Terry Elementary All Students: +1.66% EL: -5.60% Low Income: +1.38% Hispanic: -0.38% Wilson Elementary All Students:+4.58% EL: +4.29% Low Income: +4.36% Hispanic: +3.72% Jackson Elementary SWD: -1.76% Eric White SWD: +7.53% Indianola Elementary SWD: -3.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Selma High English Learners: 7.55% SWD: 14.29%</p> <p>Data Year: 2023-2024 Data Source: ELA CAASPP</p>		<p>Data Year: 2025-2026 Data Source: ELA CAASPP</p>	<p>Lincoln MS SWD: 0.55%</p> <p>Selma High English Learners: -3.72% SWD: +5.59%</p>
1.2	ELA-CA Dashboard Distance from Standard	<p>LEA Level All Students: -32.5 points below Low Income: -35.1 points below English Learners: -60.8 points below Foster Youth: -97.7 points below Homeless: -88.3 points below SWD: -100.6 points below</p> <p>School Level</p> <p>Lincoln MS SWD: -102.3 points below</p> <p>Jackson Elementary SWD: -89.9 points below</p> <p>Eric White Elementary SWD: -114.6 points below</p>	<p>LEA Level All Students: -27.5 points below Low Income: -30.5 points below English Learners: -56.8 points below Foster Youth: -101.8 points below Homeless: -76.2 points below SWD: -95.7 points below</p> <p>School Level</p> <p>Lincoln MS SWD: -92.0 points below</p> <p>Jackson Elementary SWD: -113.1 points below</p> <p>Eric White Elementary</p>		<p>LEA Level All Students: -17.5 points below Low Income: -20.1 points below English Learners: -45.8 Foster Youth: -82.7 Homeless: -73.3 SWD: -85.6</p> <p>School Level</p> <p>Lincoln MS SWD: -96.3 points below</p> <p>Jackson Elementary SWD: -74.9 points below</p> <p>Eric White Elementary SWD: -98.6 points below</p>	<p>LEA Level All Students: +5.0 points Low Income: +4.6 points English Learners: +4.0 points Foster Youth: -4.1 points Homeless: +12.2 points SWD: +4.9 points</p> <p>School Level</p> <p>Lincoln MS SWD: +10.3 points</p> <p>Jackson Elementary SWD: -23.3 points</p> <p>Eric White Elementary SWD: +13.9 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Indianola Elementary SWD: -112.4 points below</p> <p>Selma High SWD: -127.8 points below</p> <p>Data Year: 2022-2023 Data Source: ELA CAASPP</p>	<p>SWD: -100.7 points below</p> <p>Indianola Elementary SWD: -79.4 points below</p> <p>Selma High SWD: -114.8 points below</p> <p>Data Year: 2023-2024 Data Source: ELA CA</p>		<p>Indianola Elementary SWD: -97.4 points below</p> <p>Selma High SWD: -112.8 points below</p> <p>Data Year: 2025-2026 Data Source: ELA CAASPP</p>	<p>Indianola Elementary SWD: +33.0 points</p> <p>Selma High SWD: +13.0 points</p>
1.3	Math Smarter Balanced-% meeting/exceeding standards	<p>All Students: 23.14% Low Income: 22.43% English Learners: 10.34% LTEL: .56% Foster Youth: 13.33% Homeless: 8.89% SWD: 8.29%</p> <p>School Level Terry Elementary All Students:11.76% EL:8.64% Low Income: 12.12% Hispanic:11.38%</p> <p>Indianola Elementary SWD: 15%</p> <p>Lincoln MS</p>	<p>All Students: 24.48% Low Income: 23.56% English Learners: 10.05% LTEL: 2.99% Foster Youth: 10.00% Homeless: N/A SWD: 8.46%</p> <p>School Level Terry Elementary All Students:13.04% EL:6.10% Low Income:13.23% Hispanic:13.18%</p>		<p>All Students: 38.62% Low Income: 26.91% English Learners: 13.93% LTEL: 4.56% Foster Youth: 14.47% Homeless: 20.15% SWD:16.26%</p> <p>School Level Terry Elementary All Students:18% EL:14.4% Low Income:18.4% Hispanic:15.38%</p>	<p>All Students: +1.34% Low Income: +1.13% English Learners: -0.29% LTEL: +2.43% Foster Youth: -3.33% Homeless: N/A SWD: +0.17%</p> <p>School Level Terry Elementary All Students: +1.28% EL: -2.54% Low Income: +1.11%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 1.94% Data Year: 2022-2023 Data Source: Math CAASPP	Indianola Elementary SWD: 22.86% Lincoln MS SWD: 7.34% Data Year: 2023-2024 Data Source: Math CAASPP		Indianola Elementary SWD: 19% Lincoln MS SWD: 5.94% Data Year: 2025-2026 Data Source: Math CAASPP	Hispanic: +1.80% Indianola Elementary SWD: +7.86% Lincoln MS SWD: +5.40%
1.4	Math-CA Dashboard Distance from Standard	LEA Level All Students: -75.3 points below Low Income: -77.5 points below English Learners: -89.2 points below Foster Youth: -146.9 points below Homeless: -124.7 points below SWD: -127 points below School Level Lincoln MS SWD: -152.3 points below Indianola Elementary SWD: -116.8 points below	LEA Level All Students: -67.8 points below Low Income: -70.1 points below English Learners: -85.6 points below Foster Youth: -125.0 points below Homeless: -115.1 points below SWD: -122.9 points below School Level Lincoln MS SWD: -147.5 points below Indianola Elementary		LEA Level All Students: -60.3 points below Low Income: -62.5 points below English Learners: -74.2 points below Foster Youth: -131.9 points below Homeless: -109.7 points below SWD: -112 points below School Level Lincoln MS SWD: -127.3 points below Indianola Elementary	LEA Level All Students: +7.5 points Low Income: +7.5 points English Learners: +3.6 points Foster Youth: +22.0 points Homeless: +9.6 points SWD: +4.1 points School Level Lincoln MS SWD: +4.8 points Indianola Elementary SWD: +52.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: Math CAASPP	SWD: -64.5 points below Data Year: 2023-2024 Data Source: Math CAASPP		SWD: -101.8 points below Data Year: 2025-2026 Data Source: Math CAASPP	
1.5	CAST Smarter Balanced-% meeting/exceeding standards	All Students: 17.89% Low Income: 17.46% English Learners: 2.62% Foster Youth: N/A% Homeless: 0% Data Year: 2022-2023 Data Source: CAST CAASPP	All Students: 16.25% Low Income: 15.68% English Learners: 3.30% Foster Youth: N/A Homeless: N/A Data Year: 2023-2024 Data Source: CAST CAASPP		All Students: 21.89% Low Income: 21.46% English Learners: 6.62% Foster Youth: TBD% Homeless: 4% Data Year: 2025-2026 Data Source: CAST CAASPP	All Students: -1.64% Low Income: -1.78% English Learners: +0.68% Foster Youth: N/A Homeless: N/A
1.6	ELA-Early Assessment Program-11th Grade Students considered College Ready	11th Grade ELA CAASPP: 45.26% Data Year: 2022-2023 Data Source: DataQuest	11th Grade ELA CAASPP: 50.21% Data Year: 2023-2024 Data Source: DataQuest		11th Grade ELA CAASPP: 49.26% Data Year: 2025-2026 Data Source: DataQuest	11th Grade ELA CAASPP: +4.95%
1.7	Math-Early Assessment Program-11th Grade Students considered College Ready	11th Grade Math CAASPP: 14.22% Data Year: 2022-2023 Data Source: DataQuest	11th Grade Math CAASPP: 23.07% Data Year: 2023-2024 Data Source: DataQuest		11th Grade Math CAASPP: 18.22% Data Year: 2025-2026 Data Source: DataQuest	11th Grade Math CAASPP: +8.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	A-G Completion Rate: Percentage of Students Meeting CSU/UC requirements	All Students: 27.0% English Learners: 9.3% Special Education: 3.6%, Economically Disadvantaged: 26.4% Data Year: 2022-2023 Data Source: Dashboard Additional Reports	All Students: 30.1% English Learners: 14.4% Special Education: 5.9%, Economically Disadvantaged: 28.5% Data Year: 2023-2024 Data Source: Dashboard Additional Reports		All Students: 66.4%, English Learners: 64.5% Special Education: 2%, Economically Disadvantaged: 66.4% Data Year: 2025-2026 Data Source: Dashboard Additional Reports	All Students: +3.1% English Learners: +5.1% Special Education: +2.3%, Economically Disadvantaged: 2.1%
1.9	Career Technical Education (CTE) Pathway Completion Rate	All Students: 38.1% English Learners: 19.6% Economically Disadvantaged: 37.6% Foster Students: not avail Homeless Students: 17.6% Data Year: 2022-23 Data Source: Dashboard Additional Reports	All Students: 42.1% English Learners: 25.4% Economically Disadvantaged: 41.5% Foster Students: 16.7% Homeless Students: 26.3% Data Year: 2023-24 Data Source: Dashboard Additional Reports		All Students: 58% English Learners: 26% Economically Disadvantaged: 57% Foster Students: TBD Homeless Students: 3% Data Year: 2025-26 Data Source: Dashboard Additional Reports	All Students: +4.0% English Learners: +5.8% Economically Disadvantaged: +3.9% Foster Students: N/A Homeless Students: +8.7%
1.10	A-G Completion and CTE Pathway Completion Rate	All Students: 15.6% Data Year: 2022-2023 Data Source: Dashboard Additional Reports	All Students: 17.1% Data Year: 2022-2023		All Students: 19% Data Year: 2025-2026	All Students: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Dashboard Additional Reports		Data Source: Dashboard Additional Reports	
1.11	Broad Course of Study-VAPA	Students Enrolled in VAPA Courses: All Students 28% Data Year: 2022-2023 Source: CALPADS Fall 2	Students Enrolled in VAPA Courses: All Students 35% Data Year: 2022-2023 Source: CALPADS Fall 2		Students Enrolled in VAPA Courses: All Students 30% Data Year: 2025-2026 Source: CALPADS Fall 2	Students Enrolled in VAPA Courses: All Students +7%
1.12	Broad Course of Study-Dual Language Immersion	Students Enrolled in DLI Course: 39 students Data Year: 2022-2023 Source: Internal Report/SIS	Students Enrolled in DLI Course: 54 students Data Year: 2023-2024 Source: Internal Report/SIS		Students Enrolled in DLI Course: 84 students Data Year: 2025-2026 Source: Internal Report/SIS	Students Enrolled in DLI Course: +15 students
1.13	Broad Course of Study-AVID	Total Number of Students Enrolled in AVID Course All: 104 English Learners: 5 Low Income: 90 Foster Youth: 0 Data Year: 2022-2023 Source: Internal Report	Total Number of Students Enrolled in AVID Course All: 131 English Learners: 2 Low Income: 117 Foster Youth: 0 Data Year: 2023-2024 Source: Internal Report		Total Number of Students Enrolled in AVID Course All: 108 English Learners: 9 Low Income: 94 Foster Youth: 2 Data Year: 2025-2026 Source: Internal Report	Total Number of Students Enrolled in AVID Course All: +27 English Learners: -3 Low Income: 27 Foster Youth: 27
1.14	Advanced Placement (AP) Exam Passage Rate	All Students: 47.8% English Learners: N/A Socio-Economically:	All Students: 54.0%		All Students: 14% English Learners: 2%	All Students: +6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged: 47.8% Foster Youth: N/A Homeless Students: N/A Data Year: 2022-2023 Source: CollegeBoard	English Learners: N/A Socio-Economically: Disadvantaged: 54.0% Foster Youth: N/A Homeless Students: N/A Data Year: 2023-2024 Source: CollegeBoard		Socio-Economically: Disadvantaged: 10% Foster Youth: TBD Homeless Students: 2% Data Year: 2025-2026 Source: CollegeBoard	English Learners: N/A Socio-Economically: Disadvantaged: +6.2% Foster Youth: N/A Homeless Students: N/A
1.15	English Learners (EL)/English Learner Progress Indicator (ELPI)-percent of students making progress toward English Language proficiency	LEA Level: 48.3% School Level Eric White Elementary:41.3% Data Year: 2022-2023 Data Source: CA Dashboard ELPI	LEA Level: 39.8% LTEL: 35.8% School Level Eric White Elementary:43.7% Data Year: 2023-2024 Data Source: CA Dashboard ELPI		LEA Level: 52% LTEL: 45% School Level Eric White Elementary:45% Data Year: 2025-2026 Data Source: CA Dashboard ELPI	LEA Level: -8.6% LTEL: N/A School Level Eric White Elementary:+2.4%
1.16	Reclassification Rate-Students Reclassified to Fluent English Proficient	17.5% Data Year: 2022-2023 Source: Local SIS/Calpads	13.8% Data Year: 2023-2024 Source: Local SIS/Calpads		18.5% Data Year: 2025-2026 Source: Local SIS/Calpads	-3.7%
1.17	Long Term English Learners (LTELs)	LTELs 6+Years 11.7% (344 students) Socioeconomically Disadvantaged: 11.9% (330 students)	LTELs 6+Years 11.4% (335 students) Socioeconomically Disadvantaged:		LTELs 6+Years 10% Socioeconomically Disadvantaged: 10%	LTELs 6+Years -0.3% Socioeconomically Disadvantaged: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 10% Homeless: 28.6% Data Year: 2022-2023 Source: DataQuest	11.3% (317 students) Foster: 11.1% Homeless: 13.2% Data Year: 2023-2024 Source: DataQuest		Foster: 9% Homeless: 27% Data Year: 2026-2027 Source: DataQuest	Foster: +1.1% Homeless: -15.4%
1.18	ELA-Local Assessment	TK: 68% (Learning Foundations) K: 61% (DRA-Fall 2023) 1st: 31% (DRA-Fall 2023) 2nd: 837 (STAR-Fall 2023) Interim-Spring 2024 3rd: 33% 4th: 46% 5th: 43% 6th: 39% 7th: 56% 8th: 38% 9th: 47% 10th: 45% 11th: 53% Data Year: 2023-2024 Source: Local: DnA	TK: 80% (Learning Foundations) K: 63% (DRA-Fall 2024) 1st: 39% (DRA-Fall 2024) 2nd: 824 (STAR-Fall 2023) Interim-Spring 2025 3rd: 38% 4th: 47% 5th: 46% 6th: 39% 7th: 46% 8th: 42% 9th: 46% 10th: 45% 11th: 42% Data Year: 2024-2025 Source: Local: DnA		TK: 72% (Learning Foundations) K: 65% (DRA-Fall 2026) 1st: 35% (DRA-Fall 2026) 2nd: 871 (STAR-Fall 2026) Interim-Spring 2026 3rd: 37% 4th: 50% 5th: 47% 6th: 43% 7th: 60% 8th: 42% 9th: 51% 10th: 49% 11th: 57% Data Year: 2026-2027 Source: Local: DnA	TK: +12% (Learning Foundations) K: +2% (DRA-Fall 2024) 1st: +8% (DRA-Fall 2024) 2nd: -13 (STAR-Fall 2024) Interim-Spring 2025 3rd: +5% 4th: +1% 5th: +3% 6th: +7% 7th: -10% 8th: +4% 9th: -1% 10th: 0% 11th: -11%
1.19	Math-Local Assessment	Interim-Spring 2024 3rd: 33%	Interim-Spring 2025		Interim-Spring 2026	Interim-Spring 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 39% 5th: 39% 6th: 29% 7th: 29% 8th: 40% Math I (Gr 9-10): 33% Math II (Gr 10): 23% Gr 11: 29% Data Year: 2023-2024 Source: Local: DnA	3rd: 40% 4th: 38% 5th: 39% 6th: 32% 7th: 26% 8th: 45% Math I (Gr 9-10): 35% Math II (Gr 10): 38% Gr 11: 48% Data Year: 2023-2024 Source: Local: DnA		3rd: 37% 4th: 43% 5th: 43% 6th: 33% 7th: 33% 8th: 44% Math I (Gr 9-10): 37% Math II (Gr 10): 37% Gr 11: 33% Data Year: 2026-2027 Source: Local: DnA	3rd: +7% 4th: -1% 5th: 0% 6th: +3% 7th: -3% 8th: +5% Math I (Gr 9-10): +2% Math II (Gr 10): +15% Gr 11: +19%
1.20	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Source: Board Resolution/Local Report Indicator	100% Data Year: 2024-2025 Source: Board Resolution/Local Report Indicator		100% Data Year: 2026-2027 Source: Board Resolution/Local Report Indicator	0% change
1.21	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites implement State Standards and enable EL students to access State Standards and ELD Standards. Data Year: 2023-2024 Data Source: Internal Documentation	100% of school sites implement State Standards and enable EL students to access State Standards and ELD Standards. Data Year: 2024-2025		100% of school sites implement State Standards and enable EL students to access State Standards and ELD Standards. Data Year: 2026-2027	0% change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Internal Documentation		Data Source: Internal Documentation	
1.22	Appropriately assigned and fully credentialed teachers	87.7% Clear Data Year: 2022-2023 Data Source: CA Dashboard	82.4% Clear Data Year: 2022-2023 Data Source: CA Dashboard		90% Clear Data Year: 2025-2026 Data Source: CA Dashboard	-5.3% Clear
1.23	Facilities maintained in good repair	Fair Rating: 73% (8/11 Sites) Poor: 27% (3/11 Sites) Data Year: 2022-2023 Data Source: FIT Report (contracted service)	Fair Rating: 91% (10/11 Sites) Poor: 9% (1/11 Sites) Data Year: 2023-2024 Data Source: FIT Report (contracted service)		All facilities met good repair Data Year: 2025-2026 Data Source: FIT Report (Local Report)	Fair Rating: +18% (+2 Sites) Poor: -18% (-2 Sites)
1.24	College and Career Indicator (CCI)	All Students: 39.5% English Learners: 13.8% Socio-Economically Disadvantaged: 38.6% Foster Youth: * Homeless: 5.9% SWD: 9.6% Data Year: 2022-2023 Source: CA Dashboard	All Students: 39.9% English Learners: 16.9% Socio-Economically Disadvantaged: 38.5% Foster Youth: 16.7% Homeless: 21.1% SWD: 11.8% Data Year: 2022-2023 Source: CA Dashboard		All Students: 42.5% English Learners: 16.8% Socio-Economically Disadvantaged: 41% Foster Youth: TBD Homeless: 7.9% SWD: 11.6% Data Year: 2022-2023 Source: CA Dashboard	All Students: +0.4% English Learners: +3.1% Socio-Economically Disadvantaged: -0.1% Foster Youth: N/A Homeless: +15.2% SWD: +2.1%

Goal Analysis [2024-25]

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

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

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

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

The actions outlined in Goal One supported the progress toward meeting the goal, "All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas."

1.1 Base Program

Implementation Status: 5 – Full Implementation and Sustainability.

Selma Unified provided all students with basic services to ensure basic conditions of learning are met in order for students to achieve at high levels. This included the following: ensuring student access to standards-aligned instructional materials, implementation of standards for all students and English Learners access to CCSS and ELD standards, providing facilities that are maintained in good repair, and providing appropriately assigned and fully credentialed teachers.

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

1.2 Program Support

Implementation Status: 5 – Full Implementation and Sustainability.

Program support was delivered by Administrative Program Managers, Program Manager Assistants, a Data Specialist, and Assistant Principals, all working to serve Low-Income students, English Learners, and the broader student population. Their efforts focused on tracking student academic progress and expanding support services through the Multi-Tiered Systems of Support (MTSS) framework. This team collaborated with PLCs to enhance areas such as reading, intervention strategies, English Learner instruction, data analysis, and instructional strategies. Additionally, staff facilitated Student Success Team (SST) meetings, coordinated intervention services, monitored student progress, and oversaw both summative and formative assessments.

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

1.3 Professional Development

Implementation Status: 4 – Full Implementation.

The district offered continuous professional development, training, and support to administrators, focusing on key areas such as Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), data analysis, attendance, academic performance, behavior, and social-emotional learning. These professional learning opportunities were delivered in partnership with both site-level and district administrative teams.

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

1.4 Broad Course of Study: Bilingual Dual Language Immersion Pathway

Implementation Status: 4 – Full Implementation.

The Dual Immersion Program at an elementary site expanded its curriculum by adding an additional grade level. The middle and high schools expanded their course offerings by adding additional world language classes.

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

1.5 Broad Course of Study: AVID

Implementation Status: 4 – Full Implementation.

District-wide overall AVID student support was strengthened by expanding AVID course offerings and increasing student enrollment in these courses at both the middle and high school levels. AVID tutors were provided to support students at Selma High, with priority for struggling EL students. AVID professional learning opportunities were also provided to support the implementation of AVID strategies in the classroom.

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

1.6 Supports for Students with Disabilities (SWD)

Implementation Status: 4 – Full Implementation.

Throughout the school year, teachers and RSP teachers participated in ongoing professional development to improve curriculum delivery. Elementary and middle schools, including Jackson, Eric White, Indianola, and Lincoln Middle, implemented the Seeing Stars program to enhance reading fluency for SWD. Indianola and Lincoln Middle used the On Cloud Nine program to support conceptual math skills. Selma High introduced Mentoring Coaching, individualized supports, and restorative practices to strengthen student relationships and reduce suspensions. The Lindamood-Bell program was utilized and integrated into the general education classrooms which showed positive results in student literacy growth. All IEP students received specialized services tailored to their academic and social-emotional goals to ensure equitable access. Implementation of other supplemental programs such as i-Ready also contributed to the growth in math and ELA. No significant differences were noted between the planned and actual implementation of these actions.

1.7 Teacher Collaboration

Implementation Status: 4 – Full Implementation.

The District maintained the embedded K–6 PLC schedule, utilizing both certificated and classified physical education staff to deliver student instruction during grade-level PLC time at all elementary sites. Heartland, Selma High, and Lincoln Middle School will continue with their current PLC schedules.

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

1.8 Supplemental Materials and Services

Implementation Status: 3 – Initial Implementation.

Selma Unified offered supplemental materials and services across all school sites, including multi-tiered academic interventions, social-emotional supports, professional development opportunities, and standards-aligned educational enrichment field trips. Additionally, supplemental curriculum and resources are consistently provided to support the diverse instructional needs of English Learners, Foster Youth, and Low-Income students. Initial implementation of after school tutoring programs had challenges with limited availability of staff to provide tutoring services.

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

1.9 Career Technical Education

Implementation Status: 5 – Full Implementation and Sustainability.

Selma Unified provided a broad range of Career Technical Education (CTE) courses through its ongoing partnership with Valley ROP. Multiple opportunities were made available for parents to learn about available CTE pathways within the district. Each year, students participate in various field trips designed to expose them to and engage them in multiple CTE career options.

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

1.10 Libraries

Implementation Status: 5 – Full Implementation and Sustainability.

Library services were made available to students before, during, and after school, offering access to supplemental materials and technology resources that extend learning beyond the classroom. The Fresno County Superintendent of Schools (FCSS) provided support to library staff to enhance accessibility for Foster Youth, English Learners, and Low-Income students. This support included assistance with organizing materials, refining schedules, and improving library programs and services.

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

1.11 Visual and Performing Arts

Implementation Status: 4 – Full Implementation.

Vocal and instrumental music, visual and performing arts, and CTE digital and multimedia arts programs were fully implemented, supported by staff release time and ongoing staff professional development opportunities. A variety of materials, supplies, and services were provided to strengthen the visual and performing arts program and ensure equitable access for all interested students.

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

1.12 Educational/Information Technology

Implementation Status: 4 – Full Implementation.

Students and staff were provided with the necessary technology and devices to access standards-aligned instructional materials and other academic online resources. Wi-Fi hot-spots were made available to students in need of internet access, with priority given to English Learners, Foster Youth, and Low-Income students, ensuring continued access to online curriculum and learning tools.

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

1.13 Strategic Academic Intervention & 1.14 Services for English Learners/LTEL

Implementation Status: 3 – Initial Implementation.

Academic intervention was delivered through a Multi-Tiered System of Supports (MTSS), with math and reading intervention teachers collaborating closely with district leaders, site administrators, grade-level PLC teams, and classroom teachers. This collaborative approach ensured that students requiring additional support received differentiated instruction specific to their individual needs, with priority given to English Learners, Long Term English Learners, Foster Youth, and Low-Income students. Selma Unified supported the effective implementation of these interventions by providing a range of materials and staffing resources.

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

1.15 Assessment for Learning

Implementation Status: 4 – Full Implementation.

Selma Unified designated a Teacher on Special Assignment (TOSA) for Data Analysis to oversee the coordination of formative classroom and local district assessments and compile the data utilized by site administrators and teachers to inform instructional decisions. This role was significant in helping sites address achievement gaps, with a focus on supporting English Learners, Foster Youth, and Low-Income students. Staff were provided with a variety of materials and professional development opportunities to enhance their skills in administering assessments and analyzing student performance data.

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

1.16 Intensive Academic Intervention.

Implementation Status: 3 – Initial Implementation.

Selma Unified allocated supplemental support staff, including instructional aides, school psychologists, interns, program managers, and the Chief Academic Officer to collaboratively address the diverse learning needs of English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and all students. These efforts established consistent, site-based criteria for implementing a comprehensive support program. In addition, schools received targeted materials, services, professional development, and other essential resources to enable staff with the tools necessary to effectively provide intensive academic intervention for struggling students.

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

1.17 Summer School

Implementation Status: 4 – Full Implementation.

Selma Unified offered summer school opportunities through the Expanded Learning Opportunities Program (ELOP), allowing students to engage in credit recovery as well as intervention and enrichment courses in English Language Arts, Math, Science, and Social Science. To support instructional goals and provide meaningful, hands-on learning experiences, students were provided with a variety of materials, supplies, technology resources, and field trip opportunities.

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

1.18 Literacy Coaches and Reading Specialists Grant

Implementation Status: 3 – Initial Implementation.

Literacy Coaches and Reading specialists provided supports at two of our elementary sites, Terry and Wilson. They developed a school literacy program for both schools including professional development opportunities for teacher and targeted literacy supports for English Learners, Long Term English Learners, Low Income, and Hispanic students with diverse learning needs.

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

1.19 DA Action: Data Support

Implementation Status: 3 – Initial Implementation.

As part of the ongoing technical assistance process, Selma Unified is working closely with our Educational Services leadership to analyze data, conduct a comprehensive needs assessment, explore evidence-based improvement strategies, and continue monitoring progress among identified student subgroups. The district is receiving Differentiated Assistance support from the Fresno County Superintendent of Schools (FCSS), which involves applying Improvement Science principles, developing a Problem of Practice, conducting root cause analyses, empathy interviews, and other activities to determine a targeted area for improvement. Currently, the team has identified College and Career Indicators (CCI) as the primary focus area.

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

Overall Successes:

Our improvements in ELA and math are the results of our efforts to ensure that our curriculum, instruction, and assessments are aligned to State frameworks and content standards. Our literacy coaches were also essential in supporting our teachers with implementing effective literacy practices and strategies. We continue to provide on-going professional learning opportunities to support the implementation of our new math adoption, Illustrative Math. We continue to enhance our library services across all school sites to ensure students have access to technology and literacy resources. Our Career Technical Education (CTE) course offerings provide students with more meaningful, hands-on learning opportunities to expand their interests. Additionally, we continue to grow our Visual and Performing Arts programs, aiming to offer a broader range of options that allow students to explore and deepen their artistic interests and experiences.

Overall Challenges:

Our long-term EL students received red indicators as a subgroup in ELA (-99.4 DFS), Math (-162.2 DFS), ELPI (35.8%), chronic absenteeism (23.6%), and suspension rate (11.6%). We will continue to provide support through instructional coaching as well as professional development on the science of reading and improvement strategies in mathematical design with content support from Illustrative Math on student performance. Our educational services department will collaboratively develop a team to revise and finalize our English learner master plan to ensure success for our EL students. We continue to provide a multi-tiered approach to intervention with different levels of support for individual student needs such as small group and individualized supports.

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

- 1.1 Base Program: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.2 Program Support: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.3 Professional Development: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.4 Broad Course of Study: Bilingual Dual Language Immersion Pathway: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.5 Broad Course of Study: AVID: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.6 Supports for Students with Disabilities (SWD): There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.7 Teacher Collaboration: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.8 Supplemental Materials and Services: The actual expenditure of \$774,434 was lower than the planned amount of \$1,062,217 because of challenges in recruiting qualified staff for tutoring programs at all sites. Additionally, student participation was lower than projected due to scheduling conflicts with extracurricular activities at our middle and high school sites.
- 1.9 Career Technical Education: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.10 Libraries: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.11 Visual and Performing Arts: There were no substantive difference in planned and estimated actual expenditures for this action.
- 1.12 Educational/Information Technology: The actual expenditure of \$893,088 was lower than the planned amount of \$1,130,088 because there was an increase in technology repairs in lieu of replacements.

1.13 Strategic Academic Intervention: The actual expenditure of \$7,185,526 was lower than the planned amount of \$8,291,490 because of challenges in hiring credentialed and classified personnel to fully staff our academic intervention teams and programs. Available intervention team members were able to coordinate support for students and implement the intervention program with no substantive difference within planned actions.

1.14 Services for English Learners/LTEL: The actual expenditure of \$551,844 was lower than the planned amount of \$681,520 because of challenges in hiring additional credentialed staff to support Newcomer English Learners. Available credentialed staff members were able to coordinate support for students and implement the services with no substantive difference within planned actions.

1.15 Assessment for Learning: There were no substantive difference in planned and estimated actual expenditures for this action.

1.16 Intensive Academic Intervention: There were no substantive difference in planned and estimated actual expenditures for this action.

1.17 Summer School: The actual expenditure of \$606 was lower than the planned amount of \$1,174,356 because our Expanded Learning Opportunities Program is in the initial process of implementing and staffing our summer school program.

1.18 Literacy Coaches and Reading Specialists Grant: The actual expenditure of \$396,364 was lower than the planned amount of \$1,350,000 because the grant is designed to be spent over a three-year period to support staffing at our lowest-performing elementary schools.

1.19 DA Action: Data Support: There were no substantive difference in planned and estimated actual expenditures for this action.

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

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

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

The actions outlined in Goal One supported the progress toward meeting the goal, "All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas."

1.1 Base Program

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): All Students, 1.20- Access to standards-aligned instructional materials, 1.21 -Implementation of standards for all students and enable ELs access to CCSS and ELD standards

Analysis Statement: Selma Unified continues to show commitment to 100% student success by ensuring all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and Homeless students, have equitable access to fully credentialed teachers, well-maintained facilities, standards-aligned materials, and technology-rich instruction. Through competitive recruitment, professional learning, and student-centered administrative support, the district guarantees the foundational conditions of learning needed for all students to achieve at high levels.

1.2 Program Support & 1.3 Professional Development

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): All students, EL, FY, LI, 1.18, 1.19 Local Assessments, 1.1-1.4 ELA and Math CAASPP

Analysis Statement: An in-depth analysis of action 1.2 Program support and 1.3 Professional Development reveals that its effectiveness in addressing the needs of EL, FY, and LI students is evident with improvements in overall ELA performance on the CAASPP improved from 38.51% to 40.25%. Low-Income students demonstrated growth, increasing from 37.55% to 39.19%. However, performance among English Learners and Foster Youth declined, with EL scores decreasing from 14.19% to 11.65%, and Foster Youth from 40% to 27.78%. Overall Math, CAASPP results for all students also showed improvements, increasing from 23.14% to 24.48%. Low-Income students also showed a gradual gain from 22.43% to 23.56%, while English Learners and Foster Youth experienced slight declines from 10.34% to 10.05% and from 13.33% to 10.00%, respectively. Local assessments reflected increasing trends for both ELA and math, with ELA scores improving by 2% overall and Math demonstrating a significant 12% increase. Improving mathematics outcomes remains a top priority for our 2024-2025 school year focus. Through the continued implementation of the Math Mastery Project and our new math adoption, Illustrative Mathematics, we are working to better identify instructional needs and support targeted interventions. We will maintain a strong focus in both ELA and Math by using data-driven strategies to address the unique learning needs of each student and student group.

1.4 Broad Course of Study: Bilingual Dual Language Immersion Pathway

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): 1.15 English Learners (EL)/English Learner Progress Indicator (ELPI)-percent of students making progress toward English Language proficiency, 1.12 Broad Course of Study-Dual Language Immersion, Educational Partner Input

Analysis Statement: An in-depth analysis and input from Educational Partners, including DELAC parent feedback, indicated that Action 1.4, Broad Course of Study: Bilingual Dual Language Immersion Pathway, has been effective in addressing the needs of English Learners (EL) and Long-Term English Learners (LTEL). The Dual Language Immersion (DLI) Program at Eric White Elementary expanded its curriculum by adding an additional grade level, resulting in an increase in enrollment from 39 to 54 students. At the middle and high school levels, course offerings were increased with the addition of additional world language classes. To support this growth, the district hired additional bilingual instructional aides and dual immersion teachers to improve the support system for both EL and LTEL students. While the district-wide English Learner Progress Indicator (ELPI) declined by 8.5%, settling at 39.8%, Eric White Elementary saw a 2.4% increase, reaching 43.7%, demonstrating localized success and the positive impact of the increased supports and course offerings.

1.5 Broad Course of Study: AVID

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): LEA Level ELA: All Students, English Learners, Foster Youth, and Low Income Math: All Students, English Learners, Foster Youth, and Low-Income students CCI: All Students, English Learners, Foster Youth, and Low-Income students, Homeless; Selma High ELA: English Learners 1.13 Broad Course of Study-AVID

Analysis Statement: By evaluating specific metrics alongside educational partner feedback from parents, it is evident that Action 1.5, Broad Course of Study: AVID, has successfully met its intended outcomes for English Learners (EL), Foster Youth (FY), Homeless Youth, and Low-Income (LI) students. High school AVID course enrollment increased overall from 104 to 131 students, with LI student enrollment also increasing from 90 to 117. However, EL student enrollment in AVID declined from 5 to 2, and FY enrollment remained the same. District-wide performance on the CAASPP showed an overall improvement, with a 5-point increase in ELA distance from standard and a 7.5 point increase in Math. Subgroup results for CAASPP distance from standard in ELA included a 4-point increase for EL students, a 4.6 point increase for LI students, and a 4.1 point decrease for FY students. In Math, EL students improved by 3.6 points, FY students made a significant gain of 22 points, and LI students increased by 7.5 points. The College and Career Indicator (CCI) for Selma Unified also showed growth: all students increased by 0.4%, EL students by 3.1%, FY students reached 16.7% (with no previous year data for comparison), LI students maintained their percentage, and Homeless Youth achieved a 15.2% gain. Notably, Selma High saw a significant 17.6 point growth

in CAASPP ELA distance from standard for EL students. To further support our student sub-groups, the district has refined its efforts by providing targeted tutoring sessions, promoting inquiry-based learning, and implementing collaborative study groups. These strategies have expanded access for EL, LI, and FY students to a wide range of academic opportunities, including intervention, enrichment, and advanced courses such as AVID.

1.6 Supports for Students with Disabilities (SWD)

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): LEA Level: ELA: SWD, Math: SWD, CCI: SWD; Lincoln MS: ELA: SWD, Math: SWD; Jackson Elem: ELA: SWD; Eric White Elem: ELA: SWD; Indianola Elem: ELA: SWD, Math: SWD; Selma High: ELA: SWD, Suspension: SWD; 1.1-1.4 ELA and Math CAASPP, 1.24 College and Career Indicator (CCI)

Analysis Statement: A review of recent 2024 CA Dashboard data indicates that Action 1.6 has been effective in improving outcomes for Students with Disabilities (SWD) in areas such as CAASPP ELA and Math, College/Career Indicator (CCI), and suspension rates. District-wide, SWD performance improved with a 4.9-point distance from standard increase in ELA and a 4.1-point distance from standard increase in Math on the CAASPP. The CCI for SWD rose by 2.1% as reflected on the 2024 CA Dashboard. Site-specific improvements were especially notable at Indianola Elementary, where SWD saw a 33-point distance from standard gain in ELA and a 52.3 point distance from standard gain in Math on the CAASPP. Selma High showed a 13-point distance from standard increase in CAASPP ELA and a significant 5.3% decrease in suspension rates for SWD. Lincoln Middle reported gains of 10.3 points distance from standard in ELA and gains of 4.8 points distance from standard in Math, while Eric White Elementary saw a 13.9 point distance from standard increase in ELA CAASPP. Jackson Elementary was the only site with a decline on CAASPP distance from standard, with SWD performance in ELA decreasing by 23.3 points.

Selma Unified continues to emphasize targeted professional development for teachers, focusing on inclusive instructional strategies. Supports for SWD are consistently aligned with Individualized Education Plan (IEP) goals to ensure timely, personalized interventions that promote equitable academic access and progress.

1.7 Teacher Collaboration & 1.8 Supplemental Materials and Services & 1.10 Libraries & 1.12 Educational/Information Technology & 1.13 Strategic Academic Intervention & 1.15 Assessment for Learning & 1.16 Intensive Academic Intervention & 1.17 Summer School

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): 1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI)

Analysis Statement: Analysis of student assessment data and related metrics indicate that multiple actions, specifically Action 1.7 (Teacher Collaboration), Action 1.8 (Supplemental Materials and Services), Action 1.10 (Libraries), Action 1.12 (Educational/Information Technology), Action 1.13 (Strategic Academic Intervention), Action 1.15 (Assessment for Learning), Action 1.16 (Intensive Academic Intervention), and Action 1.17 (Summer School)—contributed to positive impacts on both state and local assessment data for English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and for all students. Action 1.7 impacted improved student assessment data through teacher collaboration in Professional Learning Communities (PLCs) to improve instructional strategies and curriculum decisions. Action 1.8 impacted improved student assessment data by providing necessary instructional materials and services to support student learning. Actions 1.10 and 1.12 strengthened access to literacy resources and technology through library supports to improve student assessment results. Action 1.13 provided systems of supports for struggling students specifically focused on reading and math. Additionally, necessary supplemental materials and technology tools were made available to ensure all students had access to the learning.

Action 1.15 supported improved student assessment results by having teachers work collaboratively within their PLCs and with TOSA Data Analyst on deeper understanding of student assessment data to guide instructional decisions.

Action 1.16 implemented a Multi-Tiered System of Support (MTSS) was in place to provide targeted small-group or individualized academic interventions to support improved student assessment results.

Action 1.17 offered extended learning opportunities through remediation and enrichment during summer school to support student learning and assessment results.

Performance on the CAASPP improved district-wide, with ELA proficiency increasing from 38.51% to 40.25% and math from 23.14% to 24.48%. Low-Income students showed gains in both ELA (from 37.55% to 39.19%) and math (from 22.43% to 23.56%). However, performance slightly declined for English Learners (ELA from 14.19% to 11.65%; Math from 10.34% to 10.05%) and Foster Youth (ELA from 40% to 27.78%; Math from 13.33% to 10.00%). Despite these declines, distance-from-standard scores showed improvements: All students increased by 5 points distance from standard on the CAASPP ELA and increased 7.5 points on the math; EL students increased by 4 points in ELA and 3.6 points in Math; LI students by 4.6 points in ELA and 7.5 in Math; FY students declined 4.1 points in ELA but gained significantly with a 22-point increase in Math. Local assessment data also had positive gains, with a 2% increase in ELA and a notable 12% gain in Math. Improving mathematics outcomes remains a top district priority. The continued implementation of the Math Mastery Project and the new math curriculum adoption, Illustrative Mathematics, will help support with identifying instructional needs and targeted interventions. Individual student progress is monitored through the Student Success Team process to ensure timely and personalized support. Selma Unified continues to maintain a strong focus on both ELA and Math by leveraging data-driven strategies to meet the diverse learning needs of all students, with emphasis on supporting English Learners, Foster Youth, and Low-Income students.

1.9 Career Technical Education

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): English Learners, low-income students, and Foster Youth 1.9 CTE Pathway Completion Rate (all students, EL, FY, LI)

Analysis Statement: By evaluating CTE completion rate data and Educational Partner feedback from parents, it is evident that action 1.9 Career Technical Education has fully met the intended outcomes for EL, FY, and LI students. CTE courses provided real-world, hands-on learning experiences to increase engagement for students who may struggle with traditional academic approaches. These experiences offer meaningful connections between classroom learning and practical applications. Students gain a deeper understanding of content through direct experience in CTE pathways. By making learning relevant and meaningful, CTE courses not only increase student engagement but also build confidence and contributes to student college and career readiness. We continue to see growth in both enrollment and completion rates within our Career Technical Education (CTE) programs. The overall CTE completion rate for all students increased from 38.1% to 42.1%. Completion rates also improved for our EL, FY, and LI student groups: English Learners rose from 19.6% to 25.4%, Low Income students from 37.6% to 41.5%, and Foster Youth students, previously without reported data, now show a CTE completion rate of 16.7%.

1.11 Visual and Performing Arts

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): English Learners, Low-Income and Foster Youth students, and the all-student group 1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) 1.11 Broad Course of Study - VAPA, Educational Partner Feedback

Analysis Statement: An in-depth analysis of Action 1.11 Visual and Performing Arts reveals that its effectiveness in addressing the needs of EL, FY, LI, and all students is evident in local and state assessment data and increased enrollment in VAPA courses. Performance on the

CAASPP improved district-wide, with ELA proficiency increasing from 38.51% to 40.25% and math from 23.14% to 24.48%. Low-Income students showed gains in both ELA (from 37.55% to 39.19%) and math (from 22.43% to 23.56%). However, performance slightly declined for English Learners (ELA from 14.19% to 11.65%; Math from 10.34% to 10.05%) and Foster Youth (ELA from 40% to 27.78%; Math from 13.33% to 10.00%). Despite these declines, distance-from-standard scores showed improvements: EL students increased by 4 points in ELA and 3.6 points in Math; LI students by 4.6 points in ELA and 7.5 in Math; FY students declined 4.1 points in ELA but gained significantly with a 22-point increase in Math. Local assessment data also had positive gains, with a 2% increase in ELA and a notable 12% gain in Math. Selma Unified had a significant increase in Visual and Performing Arts (VAPA) enrollment, with participation rising from 28% of students last year to 35% this year. This growth reflects the district's ongoing efforts to expand and improve access to visual and performing arts education.

1.14 Services for English Learners/LTEL

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): EL & LTEL -1.15 ELPI, 1.17 LTEL 1.18, 1.19 Local Assessments (all students, EL) 1.1-1.4 ELA and Math CAASPP (all students, EL, LTEL) Educational Partner Feedback

Analysis Statement: An in-depth analysis and input from Educational Partners including parent feedback, indicated that Action 1.14, Services for English Learners/LTEL, has been effective in addressing the needs of English Learners (EL) and Long-Term English Learners (LTEL). While the district-wide English Learner Progress Indicator (ELPI) declined by 8.5%, settling at 39.8%, performance on the CAASPP improved district-wide, with ELA proficiency increasing from 38.51% to 40.25% and math from 23.14% to 24.48%. However, performance slightly declined for English Learners (ELA from 14.19% to 11.65%; Math from 10.34% to 10.05%). Despite these declines, distance-from-standard scores showed improvements: All students in Selma Unified demonstrated academic growth, with an increase of 5 points in distance from standard on the CAASPP ELA and a 7.5-point increase in Math. English Learner (EL) students also showed progress, with a 4-point gain in distance from standard in CAASPP ELA and a 3.6-point gain in Math. Local assessment data also indicated positive gains, with a 2% increase in ELA and a notable 12% gain in Math. Specific actions within Action 1.14, including additional teaching staff, curriculum directors, teacher professional development opportunities, and academic and literacy supports help contribute to the success of EL and LTEL students.

1.18 Literacy Coaches and Reading Specialists Grant

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): 1.1-1.4 ELA CAASPP Terry Elem ELA- All, Students, EL, SED, Hispanic Math- All Students, EL, SED, Hispanic Wilson Elem ELA- EL, SED, Hispanic,

Analysis Statement:

Based on a comparison of baseline data and current performance, Action 1.18 Literacy Coaches and Reading Specialists Grant has played a key role in improving ELA and math proficiency among English Learners, Socioeconomically Disadvantaged students, Hispanic students, and the overall student population as reflected on the 2024 CAASPP results. At Terry Elementary, overall ELA performance for all students increased from 12.31% to 13.97%, with most subgroups showing improvement. However, English Learner scores declined from 10.67% to 5.07%, and Hispanic student performance slightly decreased from 13.56% to 13.18%. Low-Income students showed growth, rising from 12.8% to 14.08%. In contrast, Wilson Elementary saw consistent gains across all subgroups: overall student performance increased from 23.92% to 28.50%, English Learners improved from 5.71% to 10.00%, Low-Income students also increased from 14.08% to 25.29%, and Hispanic students also improved from 13.18% to 26.75%. The implementation of literacy coaches and literacy specialists to develop literacy programs and interventions to meet the diverse learning needs of EL, SED, Hispanic, and all students have shown a positive growth trend for ELA and math proficiency.

1.19 DA Action: Data Support

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): DA Qualifying Groups: SWD, FY, HO ELA: EL, SWD Math: EL, SWD Suspension: FY, HO CCI: HO, SWD

Analysis Statement: As part of the ongoing technical assistance process, Selma Unified is working closely with our Educational Services leadership to analyze data, conduct a comprehensive needs assessment, explore evidence-based improvement strategies, and continue monitoring progress among identified student subgroups. The district is receiving Differentiated Assistance support from the Fresno County Superintendent of Schools (FCSS), which involves applying Improvement Science principles, developing a Problem of Practice, conducting root cause analyses, empathy interviews, and other activities to determine a targeted area for improvement.

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

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

No changes were made to the expected outcomes, as current targets remain appropriate.

The baseline metric data for Metric 1.1 ELA Smarter Balanced-% meeting/exceeding standards was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.3 Math Smarter Balanced-% meeting/exceeding standards was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.8 A-G Completion Rate: Percentage of Students Meeting CSU/UC requirements was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.9 Career Technical Education (CTE) Pathway Completion Rate was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.14 Advanced Placement (AP) Exam Passage Rate was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.15 English Learners (EL)/English Learner Progress Indicator (ELPI)-percent of students making progress toward English Language proficiency was revised to include LTEL data in year 1 outcome.

The baseline metric data for Metric 1.17 Long Term English Learners (LTELs) was revised due to misreporting in the prior year's LCAP.

The baseline metric data for Metric 1.24 College and Career Indicator (CCI) was revised due to misreporting in the prior year's LCAP.

No changes were made to the actions, as the current set of actions remain aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Program	Selma Unified students will be provided with basic services to ensure basic conditions of learning are met in order for students to achieve at high levels. This includes the following: ensuring student access to standards aligned instructional materials, implementation of standards for all students and English Learner access to CCSS and ELD standards, providing facilities that are maintained in good repair, and providing appropriately assigned and fully credentialed teachers. This includes qualified classified, certificated and administrative personnel recruited to the district by providing competitive salary and benefits packages for all groups. The district will provide ongoing professional learning and training for all personnel to ensure high quality core instruction/materials and educational technology that are provided to meet the needs of our diverse learners. Student groups represented are all students, English Learners, Socio-economically Disadvantaged, Foster, Special Education and Homeless students. Special Education students with an IEP will have access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity, access to district programming, and a free, appropriate public education. The district also provides administrative support based on student needs.	\$64,118,694.00	No
1.2	Program Support	This action will provide the following personnel: Program Managers & Program Manager Assistants, Assistant Principals, and the Selma High School Data/Assessment TOSA.	\$1,764,768.00	Yes
1.3	Professional Development	This action will provide the following personnel: Directors of Curriculum, Executive Assistant to the Chief Academic Officer, and Administrative Assistants. We will support teacher pipeline efforts through professional development, New Teacher Academy, and the Teacher Residency Program. In addition, it will provide Professional Learning opportunities for teachers, paraprofessionals, and administrators and will emphasize effective instruction tailored to support English Learners, Foster Youth, and Socio-Economically Disadvantaged students. Curriculum contracts, equipment, and materials/supplies needed to provide these professional learning opportunities.	\$910,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	<p>This action will support a Bilingual Dual Immersion Pathway, funding Bilingual Dual Immersion Teachers, Bilingual Instructional Aides, and supplemental curriculum.</p> <p>This action will address the 2023 Dashboard ELPI Indicator at Eric White Elementary.</p>	\$548,180.00	Yes
1.5	Broad Course of Study: AVID	<p>AVID tutors will be provided at both the middle school and high school level. The district will also fund AVID Professional Learning, materials and supplies, and fieldtrips.</p> <p>To address the following Reds on the 2023 Dashboard: LEA Level ELA: Foster Youth Math: Foster Youth CCI: Homeless</p> <p>Selma High ELA: English Learners</p>	\$83,542.00	Yes
1.6	Supports for Students with Disabilities (SWD)	<p>This action will provide professional learning via Lindamood-Bell programs to support K-8 phonemic awareness and decoding, conceptual math understanding, and integration into math curriculum. Additionally, Professional Learning will be provided to support academics. Selma High will provide professional learning to incorporate inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment. Mentoring Coaching will be used to support students at Selma High school.</p> <p>After examining the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of SWD's low performance.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>LEA Level: ELA: SWD Math: SWD CCI: SWD</p> <p>Lincoln MS: ELA: SWD Math: SWD</p> <p>Jackson Elem: ELA: SWD</p> <p>Eric White Elem: ELA: SWD</p> <p>Indianola Elem: ELA: SWD Math: SWD</p> <p>Selma High: ELA: SWD Suspension: SWD</p> <p>K-8 Supporting SWD in ELA: Phonemic Awareness and Decoding: Seeing Stars is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling. This program will be particularly beneficial for SWD struggling with reading fluency and accuracy. Implementing Seeing Stars across elementary schools like Jackson Elem, Eric White Elem, and Indianola Elem, as well as at the middle and high school levels, will provide foundational support in reading that is critical for success in ELA.</p> <p>Professional Development at the LEA Level: Teachers and specialists will receive training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD.</p> <p>Supporting SWD in Math:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Conceptual Math Understanding: On Cloud Nine Math aims to develop number sense and mathematical reasoning by using imagery to help students understand and remember math concepts. This program will support SWD at schools like Lincoln MS and Indianola Elem by offering concrete strategies to visualize and solve math problems, making abstract concepts more accessible.</p> <p>Integration into Math Curriculum: Training math teachers and special education staff in On Cloud Nine techniques will enable the integration of these strategies into daily math instruction, providing a consistent and supportive learning environment for SWD. This training will occur at the LEA level.</p> <p>Grades 9-12th Supporting SWD in ELA: Mentoring Coaching: Implementing Mentoring Coaching at Selma High School will provide personalized support, encouragement, and skill-building that is critical for success in ELA. Students will receive this support from Special Education Teachers, creating an action plan together based on student needs. The coaching component will include support in advocacy skills, teaching students to articulate their challenges and advocate for accommodations and supports they may need to foster independence and voice. This strategy will promote individualized support for the student while staff will more closely learn about the student's learning styles, strengths, and areas for improvement. Students will goal set and staff will progress monitor with a Mentoring Coaching document.</p> <p>Supporting SWD Suspension: To support Students with Disabilities (SWD) at the high school level, schools will implement regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey. Incorporating restorative practices helps build a supportive community, emphasizing empathy and conflict resolution through understanding rather than punishment. At the LEA Level, teachers will receive professional development in inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment. To boost both the academic performance and overall well-being of Students</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>with Disabilities, the high school will implement a well-defined support system. This system will offer positive behavioral interventions along with access to mental health resources.</p> <p>Supporting SWD CCI: The LEA will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). This training will be facilitated by our Director of Special Education. All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings to best support each student's academic and social-emotional needs.</p> <p>Lincoln Middle School: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Lincoln Middle School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. The Lindamood-Bell program will be used for students struggling with reading fluency and accuracy/math concepts. Professional Development: Teachers will receive training in the program. In addition, the iReady supplemental program which will continue to be utilized for math and ELA academic support for all students with Disabilities. Teachers will receive professional development for iReady as needed. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 13 Goal 2 Action 1</p> <p>Lincoln Middle School: Supporting SWD in Math: The Lindamood-Bell program will be used for students struggling with reading fluency and accuracy/math concepts. Professional Development: Teachers will receive training in the program. In addition, the iReady</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental program which will continue to be utilized for math and ELA academic support for all students with Disabilities. Teachers will receive professional development for iReady as needed. Metric data will be measured by Distance From Standard (Mathematics) from the CA Dashboard. Goal 1 Action 13</p> <p>Jackson Elem: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Jackson Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Orton Gillingham Training has been provided to Jackson Kindergarten, 1st Grade, and intervention teachers to support students in Phonemic awareness. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 8</p> <p>Eric White Elem: Supporting SWD in ELA: Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Eric White Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 14</p> <p>Indianola Elem: Supporting SWD in ELA:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Phonemic Awareness and Decoding: The Seeing Stars Program will be implemented at Indianola Elementary School to provide foundational support in reading fluency, word recognition, and spelling which will be particularly beneficial for SWD. The program is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling skills towards success in ELA. Teachers and specialists will receive professional development training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard. Goal 1 Action 8</p> <p>Indianola Elem: Supporting SWD in Math: Conceptual Math Understanding: On Cloud Nine Math aims to develop number sense and mathematical reasoning by using imagery to help students understand and remember math concepts. This program will support SWD at Indianola Elementary School by offering concrete strategies to visualize and solve math problems and make abstract concepts more accessible. Professional Development Training for teachers and special education staff will support integration of On Cloud Nine techniques and strategies into daily math instruction to provide a consistent and supportive learning environment for SWD. Metric data will be measured by Distance From Standard (Mathematics) from the CA Dashboard. Goal 1 Action 10</p> <p>Selma High School: Supporting SWD in ELA: Mentoring Coaching: Implementing Mentoring Coaching at Selma High School will provide personalized support, encouragement, and skill-building that is critical for success in ELA. Students will receive this support from Special Education Teachers, creating an action plan together based on student needs. The coaching component will include support in advocacy skills, teaching students to articulate their challenges and advocate for accommodations and supports they may need to foster independence and voice. This strategy will promote individualized support</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>for the student while staff will more closely learn about the students' learning styles, strengths, and areas for improvement. Students will goal set and staff will progress monitor with a Mentoring Coaching document. Metric data will be measured by Distance From Standard (English Language Arts) from the CA Dashboard.</p> <p>Selma High School: Supporting SWD Suspension: To support Students with Disabilities (SWD) at the high school level, schools will implement regular, personalized check-ins to monitor progress and set goals, fostering a sense of belonging and investment in their learning journey. Incorporating restorative practices helps build a supportive community, emphasizing empathy and conflict resolution through understanding rather than punishment. Teachers will receive professional development in inclusive teaching strategies and classroom management, equipping them with effective de-escalation techniques to maintain a calm and conducive learning environment. By creating a structured yet flexible support system that includes positive behavioral interventions and access to mental health resources, the high school will enhance the academic success and well-being of SWD. The district will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. Metric data will be measured by Suspension Rate By Year from the CA Dashboard. Goal 2 Action 2</p>		
1.7	Teacher Collaboration	The district will continue to allocate dedicated time for teacher collaboration and professional development for Professional Learning Communities, enabling data-driven decision-making. We will maintain the K-6 embedded PLC schedule, providing certificated and classified physical education personnel to deliver student instruction during grade-level PLC sessions.	\$612,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Selma High, Abraham Lincoln Middle School, and Heartland will continue implementing PLCs according to their existing schedules. Supports in this action include materials and supplies/equipment, travel time, and substitutes for physical education staff.		
1.8	Supplemental Materials and Services	<p>Selma Unified will implement Multi-Tiered Systems of Support (MTSS) by offering research-based, supplemental materials and services to provide valuable learning opportunities and access to resources and experiences.</p> <p>To support supplemental instructional support for sites, Selma will provide: Tutoring and academic support, language support programs, access to technology, educational workshops and programs for teachers, standards-aligned field trips and associated entry fees and chaperone costs, educational enrichment opportunities, Professional Development and associated costs, supplemental curriculum and resources, additional time for staff based on students' needs, classroom materials and supplies, and opportunities to increase family engagement. Sites Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively. Staff will actively address the academic and social emotional needs of English Learners, Foster Youth, and Low Income students. Schools will be funded by way of a per pupil allocation at the elementary, middle school, and high school levels.</p>	\$959,560.00	Yes
1.9	Career Technical Education	Selma Unified will continue its support for Career Technical Education (CTE) by providing staffing for CTE and Elective classes, including substitute coverage when necessary. This goal supports providing High School Counselors who will actively promote greater access and awareness of available CTE/VROP and elective courses, thereby encouraging the completion of diverse pathways. Support for this action includes a robust partnership with Valley ROP, including contracts, equipment, materials and supplies.	\$3,131,105.00	Yes
1.10	Libraries	The District envisions school library programs as central to teaching and learning. Selma Unified will provide Library Clerks/Technicians and a	\$1,414,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teacher Librarian to support students with academic support services, technology access, access to resources, and to provide a safe and supportive learning environment. This action also includes materials and supplies, library staff professional learning, online subscriptions/contracts/tech-based programs, and additional time for library staff. In addition, the district will contract with the county office of education to support making library services more accessible to English Learners, Low Income, and Foster Youth.		
1.11	Visual and Performing Arts	Selma Unified will continue to support Visual and Performing Arts, enhancing the quality of our programs by funding VAPA staff at all levels, elementary, middle and high school. Departments include programs that fall under visual and performing arts, such as vocal and instrumental music, performing and visual arts, drama, and Career Technical Education (CTE) courses like digital and multimedia arts. This includes funding for materials and supplies/equipment to run programs, including possible services for acquiring costumes, concert attire, service to instruments, and materials to increase access for identified students to participate in VAPA activities both during and after school hours. This action includes extra time for staff and release time for teacher professional development. Furthermore, this action supports arts programs by providing updated technology and equipment to enhance instruction and learning experiences.	\$1,215,583.00	Yes
1.12	Educational/Information Technology	Selma Unified will continue to provide necessary electronic devices and equipment for students, classrooms, and staff, prioritizing English Learners, Low-Income, and foster students. In addition to delivering 1:1 technology devices, wifi hotspots for students lacking internet access at home will be provided, ensuring disadvantaged students have the necessary tools for completing homework, accessing reading materials, utilizing supplemental programs, and receiving tutoring during and after school. Online subscriptions will be made available for both classroom instruction and intervention. The district will continue to fund leased classroom teacher technology, provide online technology programs, and support funding for instructional technology staff.	\$748,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Strategic Academic Intervention	<p>We will continue to provide academic multitiered systems of support and staff teachers for reading and math intervention. Intervention teachers collaborate with district leadership, school principals, site leadership teams, and grade-level teams to work on curriculum, student support, data analysis, and professional development.</p> <p>This action provides supports such as high school credit recovery teachers, substitute staffing for the courses when necessary, teachers, bilingual instructional aides for additional support, intervention materials, and supplies. In addition, funding will be provided to support early learning (P-3) programs and initiatives.</p>	\$8,117,695.00	Yes
1.14	Services for English Learners/LTEL	<p>To ensure English Learner & Long Term English Learners (LTEL) students receive additional academic support necessary to make progress in English proficiency, this action will support staffing the Newcomer Teacher and Curriculum Directors for the Elementary levels. Professional learning and release time are included in this action. In addition, resources like books, supplies, online curriculum, and assessment tools will be purchased.</p>	\$567,417.00	Yes
1.15	Assessment for Learning	<p>The District will provide a TOSA Data Analysis to coordinate formative classroom and local district assessments and compile the data utilized by site administrators and teachers to guide instructional decisions. This effort is particularly aimed at narrowing the achievement gap among all students, especially Low-income students, English Learners, and Foster Youth, as indicated by our data.</p> <p>Additionally, specific technology and online tools, materials and supplies, and needed contracts will be provided for assessment and data analysis, alongside professional development opportunities for staff in assessment administration and analysis of District data from various sources. This action includes extra time for staff.</p>	\$234,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Intensive Academic Intervention	As funds allow, Selma will provide supplemental support staff, aides, school psychologists and interns (when possible), MTSS Program Manager, and part of the Chief Academic Officer's role with a specific emphasis on preventing and intervening to address learning gaps for our English Learner (EL), Foster Youth (FY) and Low-Income (LI) students. This effort also involves ensuring a clearly defined MTSS framework is established at each site. Additionally, Selma will provide additional materials, services, professional development, and resources to aid students in these identified groups as needed.	\$3,377,370.00	Yes
1.17	Summer School	Summer School will be provided to Selma Unified students, in coordination with the Extended Learning Opportunities Program (ELOP). This action will provide the academic portion of summer school, including summer school service for our subgroups, providing learning in ELA, Math, Science, and enrichment. Courses at the high school level will include credit recovery as well as original credit courses. Materials/Supplies, curriculum, online learning platforms, transportation, fieldtrips/activities and other actions related to Summer School are included in this action.	\$1,174,356.00	Yes
1.18	Literacy Coaches and Reading Specialists Grant	<p>This Action will address the following Reds:</p> <p>Terry Elem ELA- All, Students, EL, SED, Hispanic Math- All Students, EL, SED, Hispanic</p> <p>Wilson Elem ELA- EL, SED, Hispanic</p> <p>To develop school literacy programs, employ and train literacy coaches and reading and literacy specialists, and develop and implement interventions for pupils in need of targeted literacy support.</p> <p>This initiative supports elementary EL (English Learner), SED (Socioeconomically Disadvantaged), and Hispanic students by enhancing their access to tailored literacy programs and interventions, directly addressing diverse learning needs and language barriers. By employing and training literacy specialists, these programs ensure that students</p>	\$1,350,000.00	No

Action #	Title	Description	Total Funds	Contributing
		receive culturally responsive, skill-appropriate instruction, boosting both ELA (English Language Arts), literacy, and foundational math skills through improved reading comprehension and problem-solving abilities.		
1.19	DA Action: Data Support	<p>DA Qualifying Groups: SWD, FY, HO ELA: EL, SWD Math: EL, SWD Suspension: FY, HO CCI: HO, SWD</p> <p>2023 CA Dashboard Selma Unified is in Differentiated Assistance (DA) for: Students with Disabilities in the areas of ELA, Math, and CCI Foster Youth in the area of Suspensions Homeless Youth in the areas of Suspensions and CCI English Learners in the areas of ELA and Math</p> <p>2024 CA Dashboard Selma Unified is in Differentiated Assistance (DA) for: Foster Youth in the area of Suspensions, Math, and ELA Long Term English Learners in the area of Suspensions, Math, and ELA, Chronic Abs., and ELPI Students with Disabilities in the areas of ELA and Math Homeless Youth in the areas of Math, and ELA</p> <p>2025-2026 Work is underway, as part of receiving technical assistance, include meeting with the Educational Services leaders to analyze data, develop a needs assessment, research improvement strategies, and further monitor the subgroups. Selma is receiving technical assistance through Fresno County Superintendent of Schools (FCSS) for Differentiated Assistance (DA). This includes the application of Theory of Improvement Science, developing a Problem of Practice, root cause analysis, empathy interviews and more to identify a DA focus. At this time, our team has identified a</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		focus on CCI with an analysis of early warning systems and student support. Scheduled support dates with FCSS have included: 9-24-25, 11-5-25, 1-16-26, 3-6-26, 4-22-26, and 6-10-26. Our learning plan identified that several areas of review are needed, including training for student data reporting systems. Progress monitoring work was entered and completed with reflection and next steps. We will implement a process to identify items to be completed, person responsible for each task, a timeline for completion with monitoring tools.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	LEA Level All Students:4.5% EL: 4.6% FY: 15.5% Low-income:4.6% Homeless:10.8% Asian:4.6% Low-Income Asian:5.4% Indianola Elementary All Students:3.6% EL: 3.7% SED:3.4% Hispanic: 3.5%	LEA Level All Students:4.6% EL: 5.0% FY: 14.5% Low-income:4.8% Homeless:5.6% Asian:1.5% Low-Income Asian:1.7% Indianola Elementary All Students:1.1% EL: 0.7% SED:1.2%		LEA Level All Students:3.5% EL:3.6% FY:13.5% Low-income:3.6% Homeless:9.0% Asian:3.6% Low-Income Asian:3.3% Indianola Elem All Students: 2.6% EL:2.7% SED:2.4% Hispanic: 2.5%	LEA Level All Students: +0.1% EL: +0.4%% FY: -1.0% Low-income: +0.2% Homeless: -5.2% Asian: -3.1% Low-Income Asian: -3.7% Indianola Elementary All Students: -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low-Income Hispanic:3.6%</p> <p>Selma High EL:10.4% Asian:10.7% Low-income Asian:13.6% SWD: 14.1%</p> <p>Terry Elementary All Students:3.8% SED:3.6% Hispanic:3.2% Low-Income Hispanic: 3.3%</p> <p>Data Source: CA Dashboard, Local Data (FCSS) Data Year: 2022-2023</p>	<p>Hispanic: 0.7% Low-Income Hispanic:0.8%</p> <p>Selma High EL:10.0% Asian:1.4% Low-income Asian:1.7% SWD: 8.8%</p> <p>Terry Elementary All Students:3.8% SED:5.6% Hispanic:3.8% Low-Income Hispanic: 3.8%</p> <p>Data Source: CA Dashboard, Local Data (FCSS) Data Year: 2023-2024</p>		<p>Low-Income Hispanic:3.0%</p> <p>Selma High EL: 9.4% Asian: 9.7% Low-income Asian:10.5% SWD: 10.1%</p> <p>Terry Elementary School All Students: 2.8% SED:2.8% Hispanic: 2.2% Low-Income Hispanic: 2.4%</p> <p>Data Source: CA Dashboard, Local Data (FCSS) Data Year: 2025-2026</p>	<p>EL: -3.0% SED: -2.2% Hispanic: -2.8% Low-Income Hispanic: -2.8%</p> <p>Selma High EL: -0.4% Asian: - 9.3% Low-income Asian: -11.9% SWD: -5.3%</p> <p>Terry Elementary All Students: 0% SED: +2.0% Hispanic: +0.6% Low-Income Hispanic: +0.5%</p>
2.2	Expulsion Rate	<p>All Students: 0.1% English Learners: 0% Low Income: 0.1% Foster Youth: 0% Homeless Students: 2.0% Data Year: 2022-23 Data Source: DataQuest</p>	<p>All Students: 0% English Learners: 0% Low Income: 0% Foster Youth: 0% Homeless Students: 0% Data Year: 2023-24 Data Source: DataQuest</p>		<p>All Students: <1% English Learners: <1% Low Income: <1% Foster Youth: <1% Homeless Students: 1.0% Data Year: 2025-26 Data Source: DataQuest</p>	<p>All Students: -0.1% English Learners: 0% Low Income: 0% Foster Youth: 0% Homeless Students: -2.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Middle School Dropout Rate	0% Data Year: 2015-16 Data Source: DataQuest	0% Data Year: 2016-17 Data Source: DataQuest		<1% Data Year: 2018-19 Data Source: DataQuest	0%
2.4	High School Dropout Rate	0.9% Data Year: 2015-16 Data Source: DataQuest	0.6% Data Year: 2016-17 Data Source: DataQuest		<1% Data Year: 2018-2019 Data Source: DataQuest	-0.3%
2.5	High School Graduation Rate	All Students: 85% English Learners: 75.3% Foster Youth: * Low-income: 85.1% Data Year: 2022-23 Data Source: CA Dashboard	All Students: 89.8% English Learners: 83.9% Foster Youth: 75% Low-income: 89.8% Data Year: 2023-24 Data Source: CA Dashboard		All Students: 87% English Learners: 77.3% Foster Youth: * Low-income: 87.1% Data Year: 2025-26 Data Source: CA Dashboard	All Students: +4.8% English Learners: +8.6% Foster Youth: N/A% Low-income: +4.7%
2.6	Attendance Rate	93.7% Data Year: 2023-24 Data Source: CALPADS P-1	92.5% Data Year: 2024-25 Data Source: CALPADS P-1		95% Data Year: 2026-27 Data Source: CALPADS P-1	-1.2%
2.7	Chronic Absenteeism Rate	District Level All Students: 23.1% Low-income Students: 23.5% English Learners: 20.2%	District Level All Students: 16.3% Low-income Students: 16.8%		District Level All Students: 13% Low-income Students: 13.3% English Learners: 14.4%	District Level All Students: -6.8% Low-income Students: -6.7% English Learners: -6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 59% Foster Youth: 13.5% School Level Abraham Lincoln Middle School All Students: 21.2% White: 26% Low-Income: 21.8% Low-Income White: 28.6% Data Year: 2022-23 Data Source: CA Dashboard	English Learners: 13.9% Homeless: 31.7% Foster Youth: 13.6% School Level Abraham Lincoln Middle School All Students: 19.7% White: 12.5% Low-Income: 20.3% Low-Income White: 14.7% Data Year: 2023-24 Data Source: CA Dashboard		Homeless: TBD Foster Youth: 3% School Level Abraham Lincoln Middle School All Students: 19% White: 24% Low-Income: 19.7% Low-Income White: 28.3% Data Year: 2025-26 Data Source: CA Dashboard	Homeless: -28.0% Foster Youth: +0.1% School Level Abraham Lincoln Middle School All Students: -1.5% White: -13.5% Low-Income: -1.5% Low-Income White: -13.9%
2.8	Student Survey - Sense of Safety	58% of students felt physically and psychologically safe at school. Data Year: Fall 2023-2024 Data Source: Panorama	63% of students felt physically and psychologically safe at school. Data Year: Fall 2024-2025 Data Source: Panorama		62% of students felt physically and psychologically safe at school. Data Year: Fall 2026-2027 Data Source: Panorama Student Survey	Students felt physically and psychologically safe at school: +5.0%
2.9	Student Survey - Sense of Belonging	75% of students felt that they belonged at school.	69% of students felt that they		78% of students felt that they	Students felt that they belonged at school: -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: Fall 2023-2024 Data Source: Panorama	belonged at school. Data Year: Fall 2024-2025 Data Source: Panorama		belonged at school. Data Year: Fall 2026-2027 Data Source: Panorama	
2.10	Teacher Survey - School Climate/School Connectedness	68% of teachers felt that the school has a positive working environment/school connectedness. Data Year: Fall 2023-2024 Data Source: Panorama	70% of teachers felt that the school has a positive working environment/school connectedness. Data Year: Fall 2024-2025 Data Source: Panorama		71% of teachers felt that the school has a positive working environment. Data Year: Fall 2026-2027 Data Source: Panorama	Teachers felt that the school has a positive working environment/school connectedness: +2.0%
2.11	Mental Health Referrals	Elementary Referrals: 439 Secondary Referrals: 477 Walk-Ins at SHS: 81 Risk Assessments: 213 Threat Assessments: 26 Data Source: Internal Local Documentation	Elementary Referrals: 550 Secondary Referrals: 780 Walk-Ins at SHS: 139 Risk Assessments: 526 Threat Assessments: 54 Data Source: Internal Local Documentation		Ensure that there are at least 800 total student contacts to support mental health and social-emotional well-being. Data Source: Internal Local Documentation	Elementary Referrals: +111 Secondary Referrals: +303 Walk-Ins at SHS: +58 Risk Assessments: +313 Threat Assessments: +28
2.12	Teacher Survey - Sense of Safety	67% of teachers felt that the school has a	75% of teachers felt that the school		70% of teachers felt that the school	Teachers felt that the school has a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safe working environment. Data Year: Fall 2023-2024 Data Source: Panorama	has a safe working environment. Data Year: Fall 2024-2025 Data Source: Panorama		has a safe working environment. Data Year: Fall 2026-2027 Data Source: Panorama	safe working environment: +8.0%

Goal Analysis [2024-25]

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

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

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal, "All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas."

2.1 Student Services

Implementation Status: 3 – Initial Implementation.

Selma Unified ensured that all students had access to a variety of interventions and support services through our Student and Community Services Department. In collaboration with the Director of Student and Community Services and site leadership, our efforts focused on improving student enrollment, attendance, and family engagement. Home school liaisons, social workers, and other site-based staff played key roles in addressing attendance and enrollment challenges, particularly for our most vulnerable populations, including our foster and homeless youth. The Student Attendance Review Teams (SART) and the Student Attendance Review Board (SARB) were convened to coordinate targeted interventions and streamline the process to support our most chronically absent students.

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

2.2 Safe Climate/Culture and Student Behavior

Implementation Status: 5 – Full Implementation and Sustainability.

Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), and the Selma High School Activities Director, in collaboration with district and site staff, worked together to offer a variety of student engagement opportunities. These efforts contributed to fostering a

safe, inclusive, and positive school climate and culture across all campuses, including Indianola, Terry, and Selma High. The effective implementation of PBI Aides and CSOs was evident at all sites including the following schools: Indianola Elementary, where notable positive impacts were observed for Low-Income, Hispanic, Low-Income Hispanic, and all students; Selma High, which showed positive outcomes for English Learners, Asian, and Low-Income Asian students; and Terry Elementary, where moderate improvements were seen across All Students, Low-Income, Hispanic, and Low-Income Hispanic groups.

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

2.3 Student Health and Wellness

Implementation Status: 4 – Full Implementation.

Selma Unified expanded student access to health services to support physical well-being and promote consistent school attendance.

Additional Health Aides, LVN services, and School Nurses ensured consistent ongoing healthcare support for students and families, with a focused effort to improve health and wellness for English Learners, Foster Youth, and Low-Income students.

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

2.4 Mental Health and Social-Emotional Learning

Implementation Status: 4 – Full Implementation.

Our Mental Health and Social Emotional Learning Team implemented a Multi-Tiered System of Supports (MTSS) to deliver evidence-based social-emotional and mental health services for students in crisis, prioritizing the improvement of health and wellness for English Learners, Foster Youth, and Low-Income students. Staff received ongoing professional development to enhance their ability to provide effective mental health and social-emotional support across all school sites.

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

2.5 Student Attendance

Implementation Status: 4 – Full Implementation.

Selma Unified, including Lincoln Middle School, increased attendance intervention efforts and crisis response services to support students and families in maintaining consistent school attendance. School Social Workers conducted routine home visits, with a focus on supporting English Learners, Foster Youth, Low-Income students, and Lincoln Middle School White students by addressing barriers that prevent regular attendance and connecting families with necessary resources and interventions.

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

Overall Successes:

Selma Unified's Student and Community Services Department had overall successes in collaborating with all school sites to develop and implement our Student Attendance Review Board (SARB) process and create our Student Attendance Review Teams (SART). The consistent implementation of these initiatives directly contributed to the improvement of our chronic absenteeism rate and increased graduation rate. These positive outcomes in attendance, graduation, and school climate reflect our sustained commitment to maintaining safe, inclusive, and supportive learning environments through effective implementation of expanded mental health services, wellness supports, and student engagement initiatives across all school sites.

Overall Challenges:

Some of the key challenges Selma Unified faced in working collaboratively with students and families to improve attendance centered around limited resources. A significant issue was the lack of transportation for many families, particularly affecting our Foster Youth (FY) students. Several students resided temporarily outside of our bus routes and required district staff to use district vehicles to transport them from various locations and ensuring they could arrive at school on time. Unfortunately, a shortage of available district vehicles made this a recurring challenge since most students lived in opposite directions, contributing to a slight 0.1% increase in the chronic absenteeism rate for our FY students from the previous year. To support student engagement and connectedness to school, we are expanding more meaningful, hands-on learning opportunities. Additionally, we are also committed to increasing real-world learning experiences for students by providing standards-based educational field trips to allow for engagement beyond the classroom.

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

2.1 Student Services: The actual expenditure of \$2,102,265 was lower than the planned amount of \$2,828,354 because of challenges in hiring qualified personnel needed to fully implement the initial phase of services under the California Community Schools Partnership Program (CCSPP) grant. Available personnel was able to support the on-going services and supports beyond the initial phase resulting in no substantive difference in planned actions.

2.2 Safe Climate/Culture and Student Behavior: There were no substantive difference in planned and estimated actual expenditures for this action.

2.3 Student Health and Wellness: There were no substantive difference in planned and estimated actual expenditures for this action.

2.4 Mental Health and Social-Emotional Learning: There were no substantive difference in planned and estimated actual expenditures for this action.

2.5 Student Attendance: There were no substantive difference in planned and estimated actual expenditures for this action.

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

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal, "All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas."

2.1 Student Services

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): EL, FY, and LI, and all students; 2.1 Suspension Rates (All Students, EL, FY, LI, Homeless) 2.2 Expulsion Rate, 2.6 Attendance Rate, 2.7 Chronic Absenteeism Rate (All Students, EL, FY, LI, Homeless), 2.8 Student Survey - Sense of Student Safety

Analysis Statement: An in-depth analysis of Action 2.1 Student Services reveals that its effectiveness in addressing the various behavior, safety, and attendance needs of EL, FY, LI, and our overall student population is somewhat effective by showing positive trends and overall sustainability of growth. Overall suspension rates for Selma Unified, EL, and LI students maintained with a slight increase of 0.1%, 0.4%, and 0.2% respectively. Notably, FY and Homeless students both had decreases by 1.0% and 5.2% respectively. Our expulsion rate for all students and all sub-groups maintained at 0%. Our Attendance rate maintained with a slight decrease of 1.2%. Our chronic absenteeism rate was reduced by 6.8% for all students with the most significant reductions for EL (6.3%), LI (6.7%), and Homeless youth (28%). Chronic absenteeism for FY students maintained with a slight increase of 0.1% from the previous year. Our current Panorama student survey had an increase of 5% for students who answered positively to feeling physically and psychologically safe at school. Selma Unified continues to show commitment to student success in behavior, safety, and attendance by ensuring all students, including English Learners, Foster Youth, Low-income, and Homeless students have equitable access to safe, inclusive, and supportive learning environments through expanded mental health services, wellness supports, and student engagement initiatives across all school sites. Ongoing supports for students and families continue to be provided by our Student and Community Services Department through home visits and outreach efforts to inform parents on available community resources.

2.2 Safe Climate/Culture and Student Behavior

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; To address the following Reds on the 2023 Dashboard: LEA Level Suspension, All Students, FY, Low-income, Homeless, Asian, Low-Income Asian; Indianola Elem Suspension, All Students, LI, Hispanic, Low-Income Hispanic; Selma High Suspension; EL, Asian, Low-income Asian; Terry Elem Suspension, All Students, LI, Hispanic, Low-Income Hispanic; 2.2-Suspension Rates, 2.9-Sense of Belonging English Learners, Foster Youth, Low Income, Low Income-Asian, Low Income-Hispanic, All Students, Asian, Hispanic, homeless.

Analysis Statement: A comprehensive review of suspension rates and survey results in student sense of belonging at school suggest that action 2.2 Safe Climate/Culture and Student Behavior is somewhat effective in addressing the barriers faced by EL, FY, and LI, and all students in lowering suspension rates and improving a sense of connectedness to school. Selma Unified's overall suspension rates remained stable, with slight increases of 0.1% for all students, 0.4% for English Learners (EL), and 0.2% for Low-Income (LI) students. However, Foster Youth (FY) and Homeless students saw reductions in suspension rates by 1.0% and 5.2%, respectively. Notably, Asian students and Low-Income Asian students experienced significant decreases of 3.1% and 3.7%, respectively. At Indianola Elementary, suspension rates declined across all student groups: All Students (2.5%), EL (3.0%), LI (2.2%), Hispanic (2.8%), and Low-Income Hispanic (2.8%). Similarly, Selma High saw reductions in all red indicator subgroups: EL (0.4%), Asian (9.3%), Low-Income Asian (11.9%), and Students with Disabilities (SWD) (5.3%). However, Terry Elementary showed no change for suspension rate for all students, however with slight increases for other red indicator subgroups: LI (2.0%), Hispanic (0.6%), and Low-Income Hispanic (0.5%). Students perceptions of school safety and connectedness improved, with favorable student survey responses increasing by 5%. Selma Unified remains committed to providing safe, inclusive, and nurturing learning environments by expanding access to mental health services, wellness resources, and student engagement opportunities at every school site. To further improve school safety and promote a positive climate, additional support staff including Positive Behavior Intervention (PBI) Aides and Campus Safety Officers (CSOs) have been strategically placed across all sites.

2.3 Student Health and Wellness

Effectiveness of Action(s): 3 – Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; 2.7 Chronic Absenteeism (all students, EL, FY, LI)

Analysis Statement: By evaluating student chronic absenteeism rates alongside educational partner feedback from parents, it is evident that Action 2.3: Student Health and Wellness has been effective in meeting its intended outcomes for English Learners (EL), Foster Youth (FY), Low-Income (LI), and all students. District-wide, the chronic absenteeism rate decreased by 6.8%, with notable reductions for EL students (6.3%) and LI students (6.7%). While FY students experienced a slight increase of 0.1%, the overall trend reflects a positive impact of the district's expanded efforts in health and wellness. Selma Unified continues to increase access to health services, particularly for EL, LI, and FY students, addressing attendance barriers related to limited healthcare access. District healthcare staff play a key role in monitoring student health and connecting families to available community health resources. To further improve these supports, the district offered related professional development opportunities for staff to attend relevant conferences, strengthening the effectiveness of our health and wellness initiatives in supporting student attendance.

2.4 Mental Health and Social-Emotional Learning

Effectiveness of Action(s): 3 – Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; 2.9 Student Survey-Sense of Belonging, 2.10 Mental Health Referrals 2.6 Attendance, 2.7 Chronic Absenteeism (all students, EL, FY, LI)

Analysis Statement: An in-depth analysis of Action 2.4: Mental Health and Social-Emotional Learning demonstrates its effectiveness in addressing the needs of English Learners (EL), Foster Youth (FY), Low-Income (LI), and all students. This is evidenced by improvements in chronic absenteeism and increased mental health service referrals and contacts. While the student sense of belonging declined by 6%, the overall favorable response rate remains relatively high at 69%. Mental health referrals and student contacts saw significant growth, with elementary referrals increasing by 111, secondary referrals by 303, walk-ins at Selma High School by 58, risk assessments by 313, and threat assessments by 28. Although the overall attendance rate experienced a slight decline from 93.7% to 92.5%, the district saw a substantial 6.8% reduction in chronic absenteeism, including a 6.3% decrease for EL students and a 6.7% decrease for LI students. FY students saw a slight increase of 0.1% in absenteeism. Selma Unified continues to strengthen its Multi-Tiered System of Supports (MTSS) for mental health and social-emotional learning using evidence-based strategies. This effort is led by the district's mental health team, which includes Mental Health Clinicians, At-Risk Counselors, a Board Certified Behavior Analyst (BCBA), and Registered Behavior Technicians (RBT). These professionals will engage in continuous professional learning and collaboration to support staff in delivering effective and responsive social, emotional, and mental health interventions specific to the various needs of EL, FY, LI, and all students.

2.5 Student Attendance

Effectiveness of Action(s): 3 – Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; 2.6 Attendance, 2.7 Chronic Absenteeism (all students, EL, FY, LI) Lincoln Middle School: Chronic Absenteeism (LI White, White)

Analysis Statement: An in-depth analysis of Action 2.5 Student Attendance reveals that its implementation has been effective in addressing the needs of English Learners (EL), Foster Youth (FY), Low-Income (LI), and all students across Selma Unified as demonstrated by improved chronic absenteeism rates and sustaining our overall attendance rate. While the district's overall attendance rate declined slightly from 93.7% to 92.5%, there was a notable 6.8% reduction in chronic absenteeism. This included a 6.3% decrease for EL students and a 6.7% decrease for LI students. FY students, however, experienced a slight increase of 0.1%. At Lincoln Middle School, significant progress was made with chronic absenteeism rate reduction of 13.5% among White students and 13.9% among Low-Income White students, both previously identified by 2023 CA Dashboard as red indicator subgroups. Our Student and Community Services Department, in collaboration with school Social Workers, will continue to support attendance improvements by conducting home visits and providing targeted services

such as individualized interventions and crisis support for families of Foster Youth, Low-Income, and English Learner students to help address and remove barriers to attendance.

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

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
 No changes were made to the expected outcomes, as current targets remain appropriate.
 The baseline metric data for Metric 2.1 Suspension Rate was revised due to misreporting in the prior year's LCAP.
 The baseline metric data for Metric 2.3 Middle School Dropout Rate was revised due to misreporting in the prior year's LCAP.
 The Target for 3 Outcome Data Year for Metric 2.3 Middle School Dropout Rate was revised due to misreporting in the prior year's LCAP.
 The baseline metric data for Metric 2.4 High School Dropout Rate was revised due to misreporting in the prior year's LCAP.
 The Target for 3 Outcome Data Year for Metric 2.4 High School Dropout Rate was revised due to misreporting in the prior year's LCAP.
 The baseline metric data for Metric 2.5 High School Graduation Rate was revised due to misreporting in the prior year's LCAP.
 The baseline metric data for Metric 2.7 Chronic Absenteeism Rate was revised due to misreporting in the prior year's LCAP.
 No changes were made to the actions, as the current set of actions remain aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Services	Staff in this action include the Director of Student and Community Services, along with the department Administrative Assistant and the District Home School Liaison. They collaborate with all school sites to enhance school attendance, maintain stable enrollment, and provide services for homeless and foster youth, as well as interventions and support for attendance issues. They will assist site Student Attendance Review Teams (SART) and oversee the Student Attendance Review Board (SARB) process. Additionally, the Director will supervise the Social Worker(s) (not funded by this action) in their collaboration with the Home-School Liaison and other site staff to bolster family engagement, facilitate access to community resources, and foster collaboration with district and community mental health organizations to enhance school enrollment and	\$2,716,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance. Staff will receive professional development and resources to support efforts in improving student attendance and enhancing family and community engagement.		
2.2	Safe Climate/Culture and Student Behavior	<p>Selma Unified staff provided in this action include Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSOs), and the Selma HS Activities Director. The action will include PBIS materials and supplies, PBIS framework, clubs and programs, professional development and resources to support efforts in establishing a safe climate/culture.</p> <p>Using state and local data, the LEA examined the behavior needs of EL, FY, and low-income students. A needs assessment examined the root causes of high suspension rates at the LEA and site levels for these student groups. In addition, the LEA disaggregated data to examine homeless students, low-income Asians, and low-income Hispanic students data to better inform how to support students.</p> <p>To address the following Reds on the 2023 Dashboard:</p> <p>LEA Level Suspension All Students FY Low-income Homeless Asian Low-Income Asian</p> <p>Indianola Elem Suspension All Students SED Hispanic Low-Income Hispanic</p> <p>Selma High Suspension EL Asian Low-income Asian</p>	\$1,960,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Terry Elem Suspension</p> <p>All Students</p> <p>SED</p> <p>Hispanic</p> <p>Low-Income Hispanic</p>		
2.3	Student Health and Wellness	<p>Selma will provide increased access to health services through supplemental Health Aides, LVN services, and School Nurses. This action targets English Learners, Low-Income, and Foster Youth students, aiming to reduce absenteeism resulting from inadequate health care. By deploying school healthcare personnel, we aim to provide consistent support, including record-keeping, connecting families to community health resources, supplemental services, and monitoring to ensure these students remain healthy and maintain regular attendance. The district will offer supplementary resources, such as enhanced policies and additional health support beyond mandatory services, to bolster student success among these demographics. Services provided will encompass professional development opportunities, including conference attendance, as well as supplementary books, materials, and resources.</p>	\$1,406,709.00	Yes
2.4	Mental Health and Social-Emotional Learning	<p>Selma will continue to provide Multi-Tiered System of Supports (MTSS) for mental health and social-emotional learning using evidence-based strategies. The staff working to implement this action include the Mental Health Clinicians and Lead, At-Risk Counselors, Board Certified Behavior Analyst (BCBA), and Registered Behavior Technician (RBT). Staff will receive professional learning and collaboration to improve student dispositions for learning; District administrators, teachers, and classified staff may also receive professional learning/collaboration as part of this action. Staff will be provided with professional learning designed to assist them in providing social, emotional, and mental health interventions for students in the identified groups. Professional Learning will include topics such as Restorative Practices and Trauma-Informed Practices.</p>	\$2,845,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Student Attendance	<p>This goal will fund Social Workers who will conduct home visits with parents of students belonging to Foster Youth, Low-Income, and English Learners. This will support students with the obstacles hindering regular school attendance. Social Workers will also provide various support services to students and families, such as interventions and crisis management. Staff will access supplemental resources/materials and supplies to help them identify evidence-based strategies and analyze attendance data. This will enable them to implement effective strategies tailored to the needs of our students.</p> <p>To address the following Reds on the 2023 Dashboard: Lincoln Middle School: Chronic Absenteeism (White)</p>	\$934,731.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey - Return Rate	7% Data Year: Fall 2023 Data Source: Panorama Parent Survey	17.4% Data Year: Fall 2023 Data Source: Panorama Parent Survey		25% Data Year: Fall 2026 Data Source: Panorama Parent Survey	+10.4%
3.2	Parent Survey - School Climate	63% of parents have a positive perception of the social and learning school climate in SUSD schools. Data Year: 2023-2024 Data Source: Panorama Parent Survey	62% of parents have a positive perception of the social and learning school climate in SUSD schools. Data Year: 2024-2025		75% of parents have a positive perception of the social and learning school climate in SUSD schools. Data Year: 2026-2027	Parents have a positive perception of the social and learning school climate in SUSD schools: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Panorama Parent Survey		Data Source: Panorama Parent Survey	
3.3	Parent Survey - School Safety	69% of parents perceive that SUSD schools are physically and psychologically safe for students. Data Year: 2023-2024 Data Source: Panorama Parent Survey	68% of parents perceive that SUSD schools are physically and psychologically safe for students. Data Year: 2024-2025 Data Source: Panorama Parent Survey		75% of parents perceive that SUSD schools are physically and psychologically safe for students. Data Year: 2026-2027 Data Source: Panorama Parent Survey	Parents perceive that SUSD schools are physically and psychologically safe for students: -1%
3.4	Parent Engagement Opportunities	35 opportunities were provided to parents to attend SUSD parent engagement opportunities. Data Year: 2023-2024 Data Source: Local Data	41 opportunities were provided to parents to attend SUSD parent engagement opportunities. Data Year: 2023-2024 Data Source: Local Data		40 opportunities were provided to parents to attend SUSD parent engagement opportunities. Data Year: 2026-2027 Data Source: Local Data	Opportunities were provided to parents to attend SUSD parent engagement opportunities: +6
3.5	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2023-2024 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-2025 Data Source: Local Indicator Report		Full Implementation Data Year: 2026-2027 Data Source: Local Indicator Report	Full Implementation: No Change

Goal Analysis [2024-25]

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

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

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

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

The actions outlined in Goal Three supported the progress toward meeting the goal, "Parent Outreach, Education, and Family Engagement will be provided to develop strong home-school connections."

3.1 Parent and Family Engagement, 3.2 Parent Communication

Implementation Status: 4 – Full Implementation.

Selma Unified offered a variety of opportunities for parents and families, especially families with English Learners, Foster Youth, and Low Income students to engage in learning about educational programs and community resources. These efforts emphasized effective strategies for families to support their children's academic success. Both school sites and the district prioritized flexible scheduling by offering engagement sessions at different times throughout the day and week to increase accessibility and participation. Collaborations with local agencies, service providers, and higher education institutions, such as CSU Fresno, supported these efforts through initiatives like Parent University and Success Together. Selma Unified implemented on-going communication through multiple mediums such as Parent-Square, Newsletters, E-mail, Flyers, phone calls, parent/teacher conferences, and other communication tools.

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

3.3 LCAP Coordination

Implementation Status: 5 – Full Implementation and Sustainability.

School sites and the district offered meaningful family engagement and input opportunities through various committees and organizations, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), Migrant Parent Advisory Council (MPAC), and other Parent Clubs. These groups hosted a range of sessions focused on parent input, involvement, and training. Home/school partnerships continue to strengthen as families and educational partners contribute valuable insights through community LCAP input forum meetings, parent surveys, and committee discussions. Childcare, written and oral translations, and interpretation services were provided for all Educational Partner meetings and communications.

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

Overall Successes:

Selma Unified has been effective in the implementation of utilizing diverse platforms to communicate with parents and educational partners, including ParentSquare, newsletters, emails, flyers, phone calls, parent-teacher conferences, and other tools. The appointment of a Communications Director has contributed positively to the effectiveness in messaging clear, consistent, and relevant information to staff, families, and educational partners. This year, our Panorama parent survey saw a significant 10.4% increase in response rate, totaling 1,030

participants, reflecting the positive impact of our increased communications. Parent involvement opportunities across the district and school sites grew from 35 to 41 events. Additionally, the LCAP Input survey received substantial parent feedback, with many expressing appreciations for improved teacher-family communication about student academic progress and behavior. The strong parent survey response rate and growth in parent involvement opportunities highlight our ongoing dedication to ensure supportive family learning and engagement efforts are available at all school sites.

Overall Challenges:

In expanding our parent and community engagement initiatives, we encountered challenges with the availability of facilities to conduct our engagement opportunities. Facility needs assessments at school sites have facilitated the creation of dedicated parent and community spaces to host family engagement activities. Educational partner feedback revealed that many families face difficulties aligning their schedules with school events due to work obligations and limited availability within their schedules. In response, schools and the district have prioritized flexible scheduling by offering engagement sessions at varied times throughout the day and week to improve accessibility and participation. Additionally, we continue to message a strong sense of family connectedness through inclusive involvement in groups such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), Migrant Parent Advisory Council (MPAC), and various parent clubs.

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

3.1 Parent and Family Engagement: There were no substantive difference in planned and estimated actual expenditures for this action.

3.2 Parent Communication: The actual expenditure of \$32,773 was lower than the planned amount of \$308,107 because the anticipated cost for the Director of Communications was funded by an alternate state funding source.

3.3 LCAP Coordination: The actual expenditure of \$7008 was lower than the planned amount of \$29,584 because LCAP translation services contracts were funded by an alternate state funding source.

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

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

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

The actions outlined in Goal Three supported the progress toward meeting the goal, "Parent Outreach, Education, and Family Engagement will be provided to develop strong home-school connections."

3.1 Parent and Family Engagement, 3.3 LCAP Coordination

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; 3.4 Parent Engagement Opportunities

Analysis Statement: By evaluating the increase in parent engagement opportunities alongside educational partner feedback, it is evident that Actions 3.1 Parent and Family Engagement and 3.3 LCAP Coordination have positively contributed to achieving the intended engagement outcomes for parents of English Learners (EL), Foster Youth (FY), Low-Income (LI), and all students. Selma Unified continue to increase

parental participation for EL, FY, LI, and all students at the District and site levels through various inclusive parent committees and organizations such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), Migrant Parent Advisory Council (MPAC), and other various Parent Clubs. Parent course offerings were made available through partnerships with Parent University, Success Together, and other vendors to support parental involvement contributing to student success. Our Parent Panorama survey return rate of 17.4% equated to an increased percentage of 10.4% from last year. Selma Unified continue to increase Parent involvement opportunities by increasing engagement events from 35 to 41 this year. These actions significantly contributed to achieving the intended parent engagement goals and metrics.

3.2 Parent Communication

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): EL, FY, LI, and all students; 3.1, 3.2 & 3.3 Parent Survey - Return Rate, School Climate & School Safety
Analysis Statement: A comprehensive review of our parent climate and safety survey responses and participation rates indicate that Action 3.2: Parent Communication has been effective in addressing school to home communication barriers experienced by families of English Learners (EL), Foster Youth (FY), Low-Income (LI), and all students. The Panorama parent survey return rate reached 17.4%, resulting a 10.4% increase from the previous year. While survey results showed a slight decrease of 1% in parents’ perception of positive school climate and safety, Selma Unified expanded parent engagement opportunities from 35 to 41 events this year. The district utilized multiple communication platforms, including ParentSquare, newsletters, emails, flyers, phone calls, parent-teacher conferences, and more to ensure timely and accessible communication to our families. The appointment of a Communications Director has contributed positively to the effectiveness in messaging clear, consistent, and relevant information to staff, families, and educational partners. These actions contributed to higher engagement metrics, increased survey participation, and enhanced communication with parents.

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

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
No changes were made to the expected outcomes, as current targets remain appropriate.
The baseline metric data for Metric 3.3 Parent Survey - School Safety was revised due to misreporting in the prior year's LCAP.
No changes were made to the actions, as the current set of actions remain aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Family Engagement	Selma Unified will seek parent input and promote parental participation in programs for students who are English Learners, Foster Youth, and Low-	\$88,456.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Income. In collaboration with our Parent Education Coordinator, funded partially through this action, Selma Unified will target the engaged and continuous participation of parents: We will continue to provide parent training and classes, such as Parent University, Success Together, and other parent engagement activities/committees (DELAC, PAC). These parent education and engagement opportunities, along with translation, childcare, and materials for parents who do not speak English, will help parents learn how to support their student at home and how to gain support from school sites and the District.		
3.2	Parent Communication	Selma Unified aims to enhance parent communication through the appointment of a Communications Director and the implementation of a survey platform. These efforts are crucial for fostering positive connections between parents and both the district and individual schools. This action includes printing and services related to a community newsletter to support communication with our Educational Partners as well as supplemental materials and supplies.	\$294,685.00	Yes
3.3	LCAP Coordination	To fulfill the goals and actions outlined in the Local Control and Accountability Plan (LCAP), LCAP Coordination will be funded to provide both written and oral translation, childcare and interpretation services, and materials and supplies for Educational Partner meetings. Funds and services will be provided to implement goals and actions intended to meet the needs of English Learners, Foster Youth, and Low Income students.	\$28,857.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

<p>Selma Independent Enrollment 89(2024 Dashboard) Demographics (2024 Dashboard) SED: 84.3%% EL: 23.6% FY: 0%</p> <p>Selma Independent (2024 Dashboard - Reds) Grad Rate- All Students, SED, Hispanic</p> <p>Needs Assessment and Data Analysis: Selma Independent conducted a thorough needs assessment, examining root causes for 2023 and 2024 CA Dashboard Red Indicators for low graduation rates. Data was disaggregated by student group, including Hispanic and SED students, to identify focus areas. As students are entering Selma Independent, they may need these supports to have a successful transition and refocus on course completion and academic success. Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students. As students are entering Selma Independent, they may need these supports in addition to the academic supports. Our educational partners</p>
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would also like to see expanded course selection for students to help with addressing our 2023 and 2024 CA Dashboard Red Indicators for low graduation rates.

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

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

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

Heartland High
Enrollment 93 (2024 Dashboard)
Demographics (2024 Dashboard)
SED: 84.9%
EL: 33.3%
FY: 1.1%

Heartland High (2024 Dashboard - Reds)
Suspension - All Students, Hispanic, SED

Needs Assessment and Data Analysis: We conducted an in-depth needs assessment to identify the root causes of improvement in ELA, Math, CCI, and Graduation rates at Heartland High. Disaggregated data by student group revealed the ELA, Math, CCI, and Graduation rates data at Heartland High students improved from their previous Red indicator level on the 2024 Dashboard. Educational partners stated that they would like to see continued transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have struggled with behavior, as well as academics. As students are entering Heartland, they may need these supports to have a successful transition and refocus on course completion and academic success.

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

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

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

Selma Independent
Enrollment 171(2023 Dashboard)
Demographics (2023 Dashboard)
SED: 82.5%
EL: 21.1%
FY: 0%

Selma Independent (Reds)
ELA- All Students, SED, Hispanic
Math- All Students, SED, Hispanic
Grad Rate- All Students, SED, Hispanic
CCI- SED, Hispanic

Needs Assessment and Data Analysis: Selma Independent conducted a thorough needs assessment, examining root causes for low College/Career Indicator (CCI) rates, graduation rates, ELA, and math performance. Data was disaggregated by student group, including Hispanic and SED students, to identify focus areas.

As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.

Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students. As students are entering Heartland and Selma Independent, they may need these supports in addition to the academic supports. They also would like to see expanded course selection for the students.

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CCI Indicator	Heartland High All Students: 2.9% SED: 2.9% Hispanic:3.3% Selma Independent	Heartland High All Students: 6.1% SED: 6.1% Hispanic: 6.4%		Heartland High All Students: 6% SED: 6% Hispanic:6%	Heartland High All Students: +3.2% SED: +3.2% Hispanic: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 3.3% SED: 3.4% Hispanic:3.6% Data Source: 2023 Dashboard	Selma Independent All Students: 11.4% SED: 11.4% Hispanic: 11.6% Data Source: 2024 Dashboard		Selma Independent All Students:6% SED:6% Hispanic:6%	Selma Independent All Students: +8.1% SED: +8.0% Hispanic: +8.0%
4.2	CAASPP ELA	Selma Independent All Students:21.43% SED: 21.43% Hispanic:20.93% Data Source: 2023 CAASPP	Selma Independent All Students: 15.00% SED: 15.15% Hispanic: 15.63% Data Source: 2024 CAASPP		Selma Independent All Students: 24% SED:24% Hispanic:24%	Selma Independent All Students: - 6.74% SED: -6.28% Hispanic: -5.30%
4.3	CAASPP Math	Selma Independent All Students: 4.76% SED: 4.76% Hispanic: 4.65% Data Source: 2023 CAASPP	Selma Independent All Students: 0% SED: 0% Hispanic: 0% Data Source: 2024 CAASPP		Selma Independent All Students:7% SED:7% Hispanic:7%	Selma Independent All Students: - 4.76% SED: -4.76% Hispanic: -4.65%
4.4	Graduation Rate	Selma Independent All Students: 58.3% SED: 57.6% Hispanic:58.2% Data Source: 2023 Dashboard	Selma Independent All Students: 54.3% SED: 54.3% Hispanic:54.5%		Selma Independent All Students:60% SED:60% Hispanic:60%	Selma Independent All Students: -4.0% SED: -3.3% Hispanic: -3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2024 Dashboard			

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal Four supported the progress toward meeting the goal, "By 2027, Heartland Continuation and Selma Independent will increase the College/Career Indicator (CCI) for Socioeconomically Disadvantaged (SED) and Hispanic students by 3%, improve ELA and Math distance from standard scores by 5 points (Selma Independent) and improve the graduation rate by 3% (Selma Independent)."

4.1 Heartland High CCI Support

Implementation Status: 1 – Exploration and Research Phase.

Heartland is in the research and exploration phase for Action 4.1 Heartland High CCI Support. The implementation of winter session faced challenges, including low student attendance and participation. Although the program was held at Chukchansi Park and transportation was provided, we had minimal student attendance and participation throughout the session. As we plan for Saturday School and an extended school day to include a 7th period for student intervention and enrichment, staffing has been a challenge. Securing teachers and staff willing to work beyond their regular duty hours has been challenging. We plan to begin development of Saturday School and the extended day schedule we are actively collaborating with our Human Resources team to explore additional staffing solutions that will support the successful implementation of Saturday School and the extended day schedule.

Actions which were not implemented due to circumstantial challenges will continue to be implemented as described in the LCAP.

4.2 Selma Independent CCI Support & Graduation Support

Implementation Status: 1 – Exploration and Research Phase.

Selma Independent is in the research and exploration phase of these actions. The implementation of winter session faced challenges, including low student attendance and participation. Although the program was held at Chukchansi Park and transportation was provided, we had minimal student attendance and participation throughout the session. As we plan for Saturday School and an extended school day to include a 7th period for student intervention and enrichment, staffing has been a challenge. Securing teachers and staff willing to work beyond their regular duty hours has been challenging. We are initiating the development of Saturday School and an extended day schedule, and are actively working in collaboration with our Human Resources team to explore additional staffing solutions. These efforts are focused

on ensuring the successful implementation and sustainability of both initiatives, aimed at providing increased academic support and enrichment opportunities for students.

Actions which were not implemented due to circumstantial challenges will continue to be implemented as described in the LCAP.

4.3 Selma Independent: Foundational Skills & Support

Implementation Status: 4 – Full Implementation

Selma Independent provided additional supplemental math and ELA curriculum as well as tutoring supports for students to address low CAASPP performance in ELA and Math for all students with priority for Hispanic students and Low-income students who demonstrated the lowest performance levels as indicated by the CA Dashboard. Additional literacy curriculum and intervention supports were provided for students to strengthen their reading and comprehension skills. Professional Development in ELA and math were also provided to support teachers with instructional strategies to improve instruction and student success. Although the actions from Goal 4 resulted in a slight decline in students meeting or exceeding the CAASPP ELA and Math, our efforts in providing additional curriculum and tutoring supports has helped in maintaining our current percentage of students meeting or exceeding grade-level proficiency.

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

Overall Successes:

Although the implementation of Goal 4 and its targeted actions related to College and Career Indicators (CCI), graduation, and foundational supports presented some challenges, evidence shows progress toward the intended outcomes demonstrated a positive trend. Academic interventions were effectively delivered during the school day by the assigned teacher of record, using individualized and small group instruction as well as whole class discussions to address learning gaps and common misconceptions. As a result, Heartland demonstrated notable improvements on its CCI indicator, with gains of 3.2% for all students, 3.2% for Low-Income (LI) students, and 3.1% for Hispanic students. Similarly, Selma Independent achieved significant growth on its CCI indicator, with increases of 8.1% for all students and 8.0% for both LI and Hispanic student groups. Despite scheduling challenges, both Heartland High and Selma Independent continue to provide aligned curriculum and strategic intervention supports for students and staff, contributing to sustained improvements in CCI performance and student achievement on the CAASPP ELA and Math assessments.

Overall Challenges:

The winter session implementation encountered several challenges, particularly with low student turnout. Although the program was held at Chukchansi Park and transportation was provided, we had minimal student attendance and participation throughout the session. As we plan for Saturday School and an extended school day to include a 7th period for student intervention and enrichment, staffing has also been a challenge. Securing teachers and staff willing to work beyond their regular duty hours has been challenging. We are initiating the development of Saturday School and an extended day schedule, and are actively working in collaboration with our Human Resources team to explore additional staffing solutions. These efforts are focused on ensuring the successful implementation and sustainability of both initiatives, aimed at providing increased academic support and enrichment opportunities for students.

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

4.1 Heartland High CCI Support: The actual expenditure of \$0 was lower than the planned amount of \$98,945 because of the action being in the research and development phase. Academic interventions and supports were delivered during the school day and through other district initiatives, funded by alternative sources.

4.2 Selma Independent CCI Support & Graduation Support: The actual expenditure of \$0 was lower than the planned amount of \$156,837 because additional literacy interventions and staff professional development opportunities were provided through other district initiatives and funded by alternative sources.

4.3 Selma Independent: Foundational Skills & Support: The actual expenditure of \$0 was lower than the planned amount of \$100,000 because supplemental curriculum supports and academic interventions were provided through other district initiatives and funded by alternative sources.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. The actions outlined in Goal Four supported the progress toward meeting the goal, "By 2027, Heartland Continuation and Selma Independent will increase the College/Career Indicator (CCI) for Socioeconomically Disadvantaged (SED) and Hispanic students by 3%, improve ELA and Math distance from standard scores by 5 points (Selma Independent) and improve the graduation rate by 3% (Selma Independent)."

4.1 Heartland High CCI Support

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): Hispanic, LI, and all students; 4.1 CCI Indicator

Analysis Statement: Comparing baseline data to current performance, action 4.1 Heartland High CCI Support has improved the CCI indicator for Heartland demonstrating the effectiveness of the intended action. Although the implementation of Goal 4 and its targeted actions related to College and Career Indicators (CCI) presented some challenges, evidence shows progress toward the intended outcomes has a positive trend. Academic interventions were effectively delivered during the school day by the assigned teacher of record, using individualized and small group instruction as well as whole class discussions to address learning gaps and common misconceptions. As a result, Heartland demonstrated notable improvements on its CCI indicator, with gains of 3.2% for all students, 3.2% for Low-Income (LI) students, and 3.1% for Hispanic students, indicating positive growth for student preparedness for college and careers after graduation. Actions within this Goal continue to have meaningful impacts towards targeted metrics.

4.2 Selma Independent CCI Support & Graduation Support

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): Hispanic, LI, and all students; 4.1 CCI Indicator; 4.4 Graduation Rate

Analysis Statement: Comparing baseline data to current performance, action 4.2 Selma Independent CCI Support & Graduation Support has improved the CCI indicator for Selma Independent demonstrating the effectiveness of intended actions. Although the implementation of Goal

4 and its targeted actions related to College and Career Indicators (CCI) presented some challenges, evidence shows progress toward the intended outcomes has a positive trend. Academic interventions were effectively delivered during the school day utilizing individualized and small group instruction as well as whole class discussions to address learning gaps and common misconceptions. As a result, Selma Independent demonstrated notable improvements on its CCI indicator, with gains of 8.1% for all students, 8.0% for Low-Income (LI) students, and 8.0% for Hispanic students, indicating positive growth for student preparedness for college and careers after graduation. Additionally, graduation rates for Selma Independent declined by 4% overall, including a 3.3% decrease for LI students and a 3.7% drop for Hispanic students. Although graduation rates have declined, the school remains dedicated to academic recovery by sustaining intensive academic interventions and expanding professional development opportunities for staff to more effectively support students in increasing both their College and Career Indicator (CCI) outcomes and graduation rates. Actions within this Goal continue to have meaningful impacts towards targeted metrics.

4.3 Selma Independent: Foundational Skills & Support

Effectiveness of Action(s): 1 – Not Effective.

Metric(s) & Student Group(s): Hispanic, LI, and all students; 4.2 CAASPP ELA, 4.3 CAASPP Math

Analysis Statement: A comprehensive review of CAASPP ELA and CAASPP Math performance result suggests that action 4.3 Selma Independent: Foundational Skills & Support has been ineffective in addressing CAASPP improvements for Hispanic, LI, and all students at Selma Independent. Overall student performance on the CAASPP ELA declined by 6.74%, LI students saw a decrease of 6.28%, and Hispanic students had a 5.3% decline. On the CAASPP Math, no students met or exceeded grade-level standards. Despite these declines, the school remains dedicated to academic recovery by sustaining intensive academic interventions and expanding professional development opportunities for staff to more effectively support students in increasing both their College and Career Indicator (CCI) outcomes and graduation rates. Actions within this Goal continue to have meaningful impacts towards targeted metrics.

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

Changes were made to the goal statement, as our analysis indicates that updated 2024 CA Dashboard show Heartland is no longer Red for CCI and Selma Independent is no longer Red for CCI, ELA, or Math. The revised goal continues to address the identified needs of Red indicators for Selma Independent Hispanic, SED, and all students for graduation rate.

No changes were made to the expected outcomes, as current targets remain appropriate.

The baseline metric data and Data Source for Metric 4.2 Selma Independent CCI Support & Graduation Support was revised due to misreporting in the prior year's LCAP. Dashboard was revised to reflect 2023 CAASPP

The baseline metric data and Data Source for Metric 4.3 Selma Independent CCI Support & Graduation Support was revised due to misreporting in the prior year's LCAP. Dashboard was revised to reflect 2023 CAASPP

No changes were made to the actions, as the current set of actions remain aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Heartland High CCI Support	<p>To address the following Reds on the 2023 Dashboard: Heartland: All Students, SED Hispanic</p> <p>At Heartland High, the CCI Indicator for all students is very low at 2.9%. We completed a needs assessment to examine the root causes of Heartland's low CCI indicator rate. As part of the needs assessment, we disaggregated data to look at the CCI indicator by student group, specifically for Hispanic students (3.3%) and Socioeconomically Disadvantaged students (2.9%), as these student groups saw a performance indicator of very low on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: At Heartland, Hispanic and Socioeconomically Disadvantaged (SED) students face unique challenges that impede their readiness for college and careers. These challenges include limited access to high-quality educational resources and support systems crucial for academic success and career preparation. Additionally, the identified students experience higher rates of external pressures and responsibilities, such as needing to work to support their families, which detracts from their ability to focus on educational attainment and career planning.</p> <p>To address the very low performance levels on the CA School Dashboard, particularly in the CCI rates among all students, Hispanic and Socioeconomically Disadvantaged groups at Heartland, the school will implement an expanded day strategy. This will include the addition of a 7th-period class designed to offer intensive support and enrichment opportunities tailored to enhance college and career readiness. Additionally, Heartland will introduce a Saturday School program focused on remediation, credit recovery, skill development, and advanced coursework to further support student achievement and engagement. A Winter Session will also be incorporated, providing accelerated learning opportunities and targeted interventions to help close achievement gaps and boost CCI rates.</p>	\$151,187.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Selma Independent CCI & Graduation Support	<p>To address the following Reds on the 2023 Dashboard: Selma Independent: CCI: All Students, SED Hispanic Graduation Rate: All Students, SED Hispanic</p> <p>At Selma Independent, the CCI Indicator for all students is very low at 3.3%. We completed a needs assessment to examine the root causes of Selma Independent's low CCI indicator rate. As part of the needs assessment, we disaggregated data to look at the CCI indicator by student group, specifically for Hispanic students (3.6%) and socioeconomically disadvantaged students (3.4%), as these student groups saw a performance indicator of very low on the 2023 Dashboard.</p> <p>At Selma Independent, the Graduation Rate Indicator for all students is very low (red) at 58.3%. We completed a needs assessment to examine the root causes of Selma Independent's low Graduation Rate indicator. As part of the needs assessment, we disaggregated data to look at the Graduation Rate indicator by student group, specifically for Hispanic students (58.3%) and socioeconomically disadvantaged students (57.6%), as these student groups saw a performance indicator of red on the 2023 Dashboard.</p> <p>We found two common needs among these student groups: At Selma Independent, Hispanic and socioeconomically disadvantaged (SED) students struggle with college and career readiness and face lower graduation rates due to several factors. Firstly, these students lack consistent access to direct instructional support and face-to-face mentoring. Additionally, they have fewer opportunities for structured career exploration and hands-on learning experiences, essential for making informed decisions about their futures and developing relevant skills. Lastly, these students encounter significant life challenges such as financial instability or family obligations that reduce their capacity to engage fully with their studies, leading to prolonged completion times or dropouts.</p> <p>To specifically address the lowest performance levels on the CA School Dashboard in the areas of College/Career Indicator (CCI) and graduation</p>	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>rates among all students, including Hispanic and socioeconomically disadvantaged groups, Selma Independent will do the following:</p> <p>A 7th-period class will be designed for targeted remedial education, credit recovery, advanced coursework, and dedicated college and career preparation sessions tailored to these students' needs, addressing gaps in knowledge and readiness skills.</p> <p>Saturday School will provide extra instructional time for tutoring and credit attainment, helping students catch up and gain practical experience in a focused environment.</p> <p>The Winter Session will offer condensed courses and enrichment opportunities that reinforce core academic skills and provide career exploration opportunities. This will ensure that students are on a successful path to college and/or career readiness.</p> <p>Supplemental Tutorials will offer additional support to boost performance for the identified student groups by providing focused instruction that addresses individual learning gaps and reinforces classroom content.</p> <p>Extended Learning Opportunities beyond the regular school hours will support engagement through enrichment activities and academic remediation. These opportunities will be instrumental in allowing students to receive extra help in challenging subjects.</p>		
4.3	Selma Independent: Foundational Skills & Support	<p>To address the following Reds on the 2023 Dashboard:</p> <p>Selma Independent: ELA: All Students, SED Hispanic Math: All Students, SED Hispanic</p> <p>At Selma Independent, the ELA Indicator for all students is very low at 21.74%. We completed a needs assessment to examine the root causes of Selma Independent's low ELA CAASPP performance. As part of the needs assessment, we disaggregated data to look at the ELA indicator by student group, specifically for Hispanic students (20.93%) and socioeconomically</p>	\$58,980.00	No

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

Action #	Title	Description	Total Funds	Contributing
		translate into better performance in English Language Arts (ELA) and other subjects.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

<p>Heartland High Enrollment 93 (2024 Dashboard) Demographics (2024 Dashboard) SED: 84.9% EL: 33.3% FY: 1.1%</p> <p>Heartland High (2024 Dashboard - Reds) Suspension - All Students, Hispanic, SED</p> <p>Needs Assessment and Data Analysis: Heartland completed a needs assessment to examine the root causes of 2023 and 2024 CA Dashboard Red indicator for increased suspension rates. Data was disaggregated by student group, revealing high suspension rates for EL students (17.2%), Hispanic students (14.2%), SED students (13.7%), and all students (13.7%). Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have struggled with behavior, as well as academics. As students are entering Heartland, they may need these supports to have a successful transition and refocus on course completion and academic success.</p>
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Identified Needs: The assessment found two common needs among these student groups: individualized behavior support and monitoring, as well as targeted social-emotional skills development to promote positive relationships. School supports, such as mental health/social worker support, could greatly benefit English Learners, Hispanic, Low Income, and All students to decrease suspension rates.

Restorative and Trauma-Informed Practices: Heartland will focus on professional development and resources for restorative practices and a greater understanding of trauma-informed practices. This aims to create more inclusive and supportive learning environments for all students, including Hispanic, SED, and all students.

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

STRIVE Academy
Enrollment 9 (2024 Dashboard)
Demographics (2024 Dashboard)
SED: 88.9%
EL: 11.1%
FY: 0%

STRIVE Academy (2024 Dashboard - Reds)
No performance color levels for fewer than 11 students

2022-23
Heartland High School
All Students: 11.5%
EL: 17.6%
SED: 10.6%
Hispanic: 11.8%

Target for Year 3 Outcome
Heartland High School

All Students: 9%
EL: 16%
SED:9%
Hispanic: 10%

Needs Assessment and Data Analysis: Heartland completed a needs assessment to examine the root causes of increased suspension rates. Data was disaggregated by student group, revealing high suspension rates for EL students (17.6%), Hispanic students (11.8%), SED students (10.6%), and all students (11.5%). Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have struggled with behavior, as well as academics. As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.

Identified Needs: The assessment found two common needs among these student groups: individualized behavior support and monitoring, as well as targeted social-emotional skills development to promote positive relationships. School supports, such as mental health/social worker support, could greatly benefit English Learners, Hispanic, Low Income, and All students to decrease suspension rates.

Restorative and Trauma-Informed Practices: Heartland will focus on professional development and resources for restorative practices and a greater understanding of trauma-informed practices. This aims to create more inclusive and supportive learning environments for all students, including EL, Hispanic, and SED students.

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

2022-23
STRIVE Academy
All Students: 14.3%

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

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

Needs Assessment and Data Analysis: STRIVE Academy conducted an evaluation of internal data, continuously monitored for all students and specific subgroups, to understand the reasons behind a high suspension rate of 14.3% for at least one day. This data was used to identify focus areas for improvement. Educational partners stated that they would like to see increased transitional support when students enter the Opportunities schools, where the mental health and social worker teams could support the students who have struggled with

behavior, as well as academics. As students are entering Heartland and STRIVE Academy, they may need these supports to have a successful transition and refocus on course completion and academic success.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	Heartland High School All Students: 11.5% EL: 17.6% SED: 10.6% Hispanic: 11.8% STRIVE Academy All Students: 14.3% Data Source: 2023 CA Dashboard	Heartland High School All Students: 13.7% EL: 17.2% SED: 13.7% Hispanic: 14.2% STRIVE Academy All Students: 25.0% Data Source: 2024 CA Dashboard		Heartland Continuation All Students: 9% EL: 16% SED: 9% Hispanic: 10% STRIVE Academy All Students: 12% Data Source: 2023 CA Dashboard	Heartland High School All Students: +2.2% EL: -0.4% SED: +3.1% Hispanic: +2.4% STRIVE Academy All Students: +10.7%

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal Five supported the progress toward meeting the goal, "By 2027, Heartland High School will decrease the Suspension Rate for English Learners (ELs), Socioeconomically Disadvantaged (SED), Hispanic, and All students by 2% and STRIVE Academy will decrease the Suspension Rate for All Students by 2%."

5.1 Heartland Behavior Supports

Implementation Status: 4 – Full Implementation.

Heartland achieved overall success in implementing a comprehensive system of social-emotional and behavioral support system to address improving student behavior and lowering suspension rates. Interventions and supports were provided by School Social Workers, District Mental Health Clinicians, Registered Behavior Technicians, and external vendors such as Prodigy, which offered substance abuse counseling. In addition, Heartland offered professional development opportunities to staff focused on implementing positive behavior interventions and restorative practices in the classroom. While there was a slight increase in suspension rates among all students, ongoing counseling and intervention efforts have helped Heartland maintain relatively low suspension levels. Heartland plans to expand services by partnering with additional outside providers to strengthen and increase existing and additional supports.

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

5.2 STRIVE Behavior Supports

Implementation Status: 4 – Full Implementation.

STRIVE achieved overall success in implementing a comprehensive system of social-emotional and behavioral support system to address improving student behavior and lowering suspension rates. Interventions and supports were provided by School Social Workers, District Mental Health Clinicians, Registered Behavior Technicians, and external vendors such as Prodigy, which offered substance abuse counseling. In addition, STRIVE offered professional development opportunities to staff focused on implementing positive behavior interventions and restorative practices in the classroom. While there was an increase in suspension rates among all students, ongoing counseling and intervention efforts have helped STRIVE maintain relatively low suspension levels. STRIVE plans to expand services by partnering with additional outside providers to strengthen and increase existing and additional supports.

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

Overall Successes:

Heartland High and STRIVE achieved overall success in implementing a comprehensive system of social-emotional and behavioral supports tailored to the diverse needs of Heartland's English Learner (EL), Low-Income (LI), and Hispanic students, as well as all students from both sites. A key success indicator was the strategic coordination of mental health team members to be on-site, providing immediate crisis intervention, preventative services, and ongoing counseling support. These embedded services contributed to relatively stable suspension

rates for both sites. While slight increases were observed among Low-Income (3.1%), Hispanic (2.4%), and All students (2.2%), English Learner students experienced a 0.4% decrease in suspension rates compared to the previous year. Both Heartland and STRIVE remain committed to enhancing student outcomes by continuing to deliver academic and mental health interventions aimed at reducing suspensions and fostering a safe, supportive learning environment.

Overall Challenges:

Heartland and STRIVE faced challenges with having limited resources while implementing these supports. In scheduling on-site support, there were a limited number of team member which created challenges in ensuring that these supports were available daily at both sites. Although there was a lack of resources to ensure supports were readily available, our mental health team members found flexibility in their schedules to travel from different sites to other sites with students in immediate crisis. Even with the added mental health supports and behavior interventions, STRIVE experienced a 10.7% increase in its suspension rate for all students, with 25% of students suspended for at least one day, as reported on the 2024 California School Dashboard. This increase is partly due to the school's small enrollment which is currently at 14 students. A single suspension can significantly impact the overall suspension rate, potentially increasing it by 5% to 10%. Despite this, efforts for STRIVE to reduce suspensions have shown relatively positive outcomes. Most students have benefited from preventative interventions and supports to lower suspensions. STRIVE consistently implements alternatives to suspension when appropriate while reserving suspensions for serious cases such as harm to self or others, or arriving at school under the influence of controlled substances. STRIVE plans to expand services by partnering with additional outside providers to strengthen and increase existing and additional supports.

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

5.1 Heartland Behavior Supports: The actual expenditure of \$0 was lower than the planned amount of \$20,000 because comprehensive social-emotional counseling services and behavioral interventions were provided through other district initiatives and funded by alternative sources.

5.2 STRIVE Behavior Supports: The actual expenditure of \$4592 was lower than the planned amount of \$50,000 because comprehensive social-emotional counseling services and behavioral interventions were provided through other district initiatives and funded by alternative sources.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective. The actions outlined in Goal Five supported the progress toward meeting the goal, "By 2027, Heartland High School will decrease the Suspension Rate for English Learners (ELs), Socioeconomically Disadvantaged (SED), Hispanic, and All students by 2% and STRIVE Academy will decrease the Suspension Rate for All Students by 2%."

5.1 Heartland Behavior Supports,

Effectiveness of Action(s): 2 – Somewhat Effective.

Metric(s) & Student Group(s): EL, LI, Hispanic, and all students, 5.1 - Suspension Rate.

Analysis Statement: An in-depth analysis of action 5.1 Heartland Behavior Supports reveals that its effectiveness in addressing the needs of English Learners (EL), Low-Income (LI), Hispanic students, and all students is evident in sustaining relatively low suspensions. Although Heartland High experienced slight increases in suspension rates; 3.1% for Low-Income (LI) students, 2.4% for Hispanic students, and 2.2% for all students, the implementation of comprehensive social-emotional services and individualized behavioral interventions has contributed to maintaining a relatively low number of suspensions overall. Support services were delivered by School Social Workers, District Mental Health Clinicians, Registered Behavior Technicians, Site Administrators, and external partners such as Prodigy, which provided substance abuse counseling. Additionally, Heartland provided staff with professional development focused on positive behavior interventions and restorative practices to strengthen classroom management and reduce behavioral incidents. Despite ongoing challenges, these counseling and intervention efforts have been effective in lowering suspensions. Heartland plans to expand its support systems by partnering with additional external providers to enhance and increase the services offered. The school remains committed to supporting the unique needs of English Learners (EL), Low-Income (LI), Hispanic students, and all students through targeted social-emotional counseling and behavior support services. The actions outlined in this goal continue to show a meaningful impact on the targeted student outcome metrics.

5.2 STRIVE Behavior Supports

Effectiveness of Action(s): 1 – Not Effective.

Metric(s) & Student Group(s): All students 5.1 - Suspension Rate.

Analysis Statement: A comprehensive review of suspension rate data suggest that action 5.2 STRIVE Behavior Supports has been ineffective in reducing the suspension rate for STRIVE. Although STRIVE experienced a suspension rate increase of 10.7% among all students, the implementation of comprehensive social-emotional services and individualized behavioral interventions has contributed to maintaining a relatively low number of suspensions overall. This increase in percentage rate is partly due to the school's small enrollment which is currently at 14 students. A single suspension can significantly impact the overall suspension rate, potentially increasing it by 5% to 10%. Support services were delivered by School Social Workers, District Mental Health Clinicians, Registered Behavior Technicians, Site Administrators, and external partners such as Prodigy, which provided substance abuse counseling. Additionally, STRIVE provided staff with professional development focused on positive behavior interventions and restorative practices to strengthen classroom management and reduce behavioral incidents. Despite ongoing challenges, these counseling and intervention efforts have been effective in lowering suspensions. STRIVE plans to expand its support systems by partnering with additional external providers to enhance and increase the services offered. The actions outlined in this goal continue to show a meaningful impact on the targeted student outcome metrics.

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

Changes were made to the goal statement, as our analysis indicates that updated 2024 CA Dashboard show Heartland is no longer Red for Suspension of EL students and STRIVE has no color groups. The revised goal continues to address the identified needs of Red indicators for Heartland Hispanic, SED, and all students for suspension rate.

No changes were made to the expected outcomes, as current targets remain appropriate.

No changes were made to baseline metric data, as the current baseline metric data remains accurate from the stated data source.
No changes were made to the actions, as the current set of actions remain aligned with the goals and target outcomes.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
		while targeted support programs can provide additional academic and emotional assistance to help these students thrive in school.		
5.2	STRIVE Behavior Supports	<p>STRIVE Academy, a Community Day School at Heartland High, opened during the 2022-23 school year. The academy maintains a small total enrollment to provide individualized support tailored to the unique needs of its students. Although the 2023 Dashboard did not display performance indicators due to fewer than 11 students, internal data is continuously monitored for the overall student body and specific subgroups to maintain privacy. This data is regularly reviewed to offer customized academic, social-emotional, and behavioral support. Based on an evaluation of all data, STRIVE will focus on behavior support for all students. The 2023 Dashboard indicated that 14.3% of all students at STRIVE are suspended for at least one day.</p> <p>We found two common needs among all student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.</p> <p>To address the following rates of lowest performance level on the CA School Dashboard (red) in suspension rates for the identified students, STRIVE will provide additional support to monitor and support each identified student's needs, focusing on providing professional development and resources to provide restorative practices and a greater understanding of trauma-informed practices. Restorative justice practices and positive behavioral interventions will create more inclusive and supportive learning environments for the identified students. These approaches focus on addressing underlying issues and building strong relationships, while targeted support programs can provide additional academic and emotional assistance to help these students thrive in school.</p>	\$50,535.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$27,774,646	\$3,644,651

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.537%	0.000%	\$0.00	42.537%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>requested continued language support for students.</p> <p>Scope: Schoolwide</p>	<p>competence and provides long-term academic and professional advantages, preparing students for a globalized world.</p> <p>This action is designed to meet the needs of English Learners; however, because it will benefit all students' academic success, it will be provided on a school-wide basis.</p>	
1.5	<p>Action: Broad Course of Study: AVID</p> <p>Need: Data shows that Foster Youth, Low-Income, and English Learner students need additional support at the LEA level for ELA and Math compared to all students. In addition, the CCI indicator indicates a need to support homeless youth.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low Income students need additional support to navigate their educational journey, particularly those traditionally underrepresented in higher education, including English Language Learners (ELLs), students from low-income backgrounds, and homeless youth.</p> <p>In addition, the needs assessment revealed that English Learners, Foster Youth, and Low Income students' enrollment in AVID is lower than that of the overall student group.</p> <p>A look into the homeless youth data for the CCI indicator revealed a need to ensure</p>	<p>To address this, AVID will be provided at both the middle school and high school level.</p> <p>Targeted Support and Tutoring: AVID will offer targeted support for foster youth in ELA and Math through tutoring sessions that emphasize inquiry-based learning and collaborative study groups. This method will help fill in knowledge gaps and reinforce core concepts, ensuring students can meet grade-level standards.</p> <p>Organizational and Study Skills: Foster youth often face instability that can impact their academic performance. AVID will teach organizational and study skills that are crucial for academic success in ELA and Math, helping students manage their coursework effectively.</p> <p>College and Career Readiness: AVID will support homeless students by providing resources and guidance to help them plan for their future beyond high school. This includes college application assistance, scholarship searches, and career exploration activities, acknowledging the additional challenges these students face.</p> <p>At Selma High (Focusing on ELs):</p>	<p>LEA Level ELA: All Students, English Learners, Foster Youth, and Low Income Math: All Students, English Learners, Foster Youth, and Low Income students CCI: All Students, English Learners, Foster Youth, and Low Income students, Homeless</p> <p>Selma High ELA: English Learners</p> <p>1.13 Broad Course of Study-AVID</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>homeless youth with college and career readiness through tailored resources and guidance, addressing the unique challenges they encounter by offering assistance with college applications, scholarship searches, and career exploration activities.</p> <p>After examining state and local English Learners, Foster Youth, and Low Income student data at the district and site levels, the LEA completed a needs assessment to identify the root causes of low performance in ELA and Math and college and career readiness for the identified student groups. The needs assessment found that additional tutoring, study skill strategies, and real-world learning experiences are needed to support the unique needs of the identified groups.</p> <p>Educational Partner input suggests increased support for English Learners, opportunities for electives/enrichment for engagement, and options to support college/career readiness, all of which can be offered through AVID.</p> <p>Scope: LEA-wide</p>	<p>Language Development: AVID will support English Language Learners in developing their academic language proficiency in ELA through writing workshops, reading strategies, and speaking exercises that are integrated into the AVID elective class.</p> <p>Access to Rigorous Curriculum: AVID will encourage ELs to enroll in rigorous courses and provide the scaffolding necessary to succeed in these classes. The program emphasizes critical thinking, reading, and writing skills that are essential for mastering complex content in their core classes.</p> <p>This action is designed to meet the needs of English Learners, FY, the homeless, and LI; however, because it will benefit all students' academic success, it will be provided on an LEA-wide basis.</p>	
1.7	<p>Action: Teacher Collaboration</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the</p>	<p>Maintaining the K-6 embedded PLC schedule ensures consistent instruction delivery for the identified students. This can only be made possible by certified physical education personnel supported by resources like materials, substitutes, and travel time. Across Selma High, Abraham Lincoln Middle School, and Heartland, PLCs</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>Based on a local needs assessment, we discovered that implementing the K-6 embedded PLC schedule and continuing PLCs at Selma High, Abraham Lincoln Middle School, and Heartland enables educators to address proficiency gaps and provide tailored support for diverse student needs through collaborative data analysis and instructional customization. Educational partners stressed the continual need for Professional Learning Communities (PLCs) where teachers collaborate to support their work. This collaboration aims to improve student learning outcomes and advance equity, particularly by addressing the specific challenges encountered by English Learners, Foster Youth, and Low-Income students.</p> <p>Scope: LEA-wide</p>	<p>continue their vital work, targeting proficiency gaps and tailoring instruction to uplift the identified students through collaborative data analysis and customized strategies.</p> <p>Our Professional Learning Communities (PLCs) are devising strategies to tackle proficiency gaps across all grade levels, especially in providing support for our most impacted subgroups. Teacher collaboration opportunities empower staff to analyze data and customize instruction, providing diverse strategies to assist struggling students according to their needs. Efficient collaboration, incorporating formative assessment data within the PLC framework, will aid the District in fine-tuning instruction and enhancing the number of students identified as proficient on local and state assessments.</p> <p>PLCs offer the time needed for ongoing professional learning opportunities, where teachers learn from teachers and have built in time for collaboration with administrators. By participating in collaborative learning experiences, educators can deepen their understanding of the unique challenges faced by English Learners, Foster Youth, and Low-Income students and gain new insights into effective instructional approaches that promote their success.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	

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1.8	<p>Action: Supplemental Materials and Services</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>Based on a local needs assessment, Selma created a list of approved expenses to ensure expenditures align with the needs identified during a root cause analysis and are designed to meet the needs most associated with English Learners, Foster Youth, and Low Income Students. District Administrators will collaborate with the sites to monitor all actions and expenditures to ensure staff addresses the learning gaps of the above listed student groups at their school sites. Tailoring resources to these specific student needs (EL, FY, LI) at each school site can be essential in promoting their academic success.</p> <p>Feedback from Educational Partners indicates the importance of engaging students in their learning and providing the necessary tools to ensure their success. Recommendations included technology, field trips, supplemental classroom materials and supplies.</p> <p>Scope:</p>	<p>This action addresses the needs of English Learners, Foster Youth, and Low-Income students by helping students gain access to educational resources and experiences that they may not have otherwise. By offering specific supplemental materials and services, we aim to narrow the achievement gap and ultimately boost academic performance for students in our identified subgroups. By allocating additional funding for instructional support at each school site, we can meet the needs of Low-Income, Foster Youth, and English Learner students by supplementing core materials. The resources provided will offer additional opportunities for identified students to engage in various learning approaches, such as hands-on, cooperative, extended, project-based, and blended learning, fostering collaboration, communication, and enhanced social skills.</p> <p>Students will also benefit from educational experiences and field trips. Educational field trips offer hands-on learning experiences that can enhance understanding and engagement for all students, including those with diverse backgrounds. English Learners may benefit from immersive language experiences, while Foster Youth and Low-Income students can gain access to educational resources and experiences. Field trips provide opportunities for real-world connections to classroom learning and provide for student engagement in learning. For English Learners, Foster Youth, and Low Income students, these opportunities hold significant value, especially considering their potential limited access to educational resources beyond the classroom.</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	LEA-wide	This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.	
1.9	<p>Action: Career Technical Education</p> <p>Need: According to the latest Career Technical Education (CTE) pathway completion data, English Learners, low-income students, and Foster Youth are completing CTE pathways at a lower rate than the overall student population. Progress has been made in this area, but we continue to see the need for growth based on Educational Partner feedback and the data.</p> <p>Educational partners highlighted the importance of expanding Career Technical Education (CTE) courses and elective offerings to ensure students have diverse career options. Despite progress, there remains a gap between student subgroups and the student body. An internal needs assessment emphasized the need for increased support from School Counselors in areas such as scholarships, application completion, course selection, and ongoing guidance for college and career pathways. Local and state assessment data validates the role of School Counselors in providing essential support to English Learners, Foster</p>	<p>Career technical educational (CTE) courses can provide significant support to English Learners (ELs), Foster Youth, and Low-Income students. Often, CTE courses provide real-world learning experiences that provide for hands-on learning, providing for more engagement, which is a great support for students who struggle with traditional academic approaches. Hands-on educational experience can motivate students to succeed and connect with the educational learning at hand.</p> <p>English learners, low-income students, and foster students can sometimes face barriers to higher education and careers, so CTE courses provide a path for students to learn about interests early on to support entering the workforce or gaining motivation for higher education. Skills that are learned in these types of courses can support the identified students with additional employment opportunities. Additionally, in Selma, we have 50 paid internships under the umbrella of CTE and other community connections, so CTE can provide financial assistance/stipends, which can support students facing financial burdens.</p> <p>In addition, our High School Counselors will support career exploration and coursework offered at the high school; we believe this will support EL, FY, and LI students' interest in CTE pathways and</p>	1.9 CTE Pathway Completion Rate (all students, EL, FY, LI)

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	<p>Youth, and Low-Income students in choosing courses aligned with their future career goals.</p> <p>Scope: LEA-wide</p>	<p>ultimately increase the pathway completion rate for these students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.10	<p>Action: Libraries</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>An analysis of both state and local data shows a need to continue to support literacy. We evaluated the accessibility, resources, and support provided by libraries to ensure we are effectively supporting language acquisition, educational enrichment, and literacy development for these groups. By assessing the availability of culturally relevant materials and language land-earning resources, this evaluation identified the need to better promote literacy and 21st-century learning skills for the identified student groups.</p> <p>Educational Partners requested additional reading services for the high school level and encouraged students to read hard-copy books that can be borrowed from the library rather</p>	<p>This action is designed to ensure that School libraries will support English Learners, Foster Youth, and Low-income students by bridging the gap between their resources and the resources they need to succeed in school. Library staff and resources will be provided to the identified students in the library, including Information and Digital Literacy, research, critical thinking, communication, and collaboration. Libraries will support creativity and innovation by providing engaging activities, hands-on projects, and collaborative learning experiences with the identified peers and involved staff. Library staff will be trained and participate in PLCs to ensure adequate student support with literacy skills and technology based on the unique needs of each student group. The identified student groups will have increased access to the librarian and support to learn and better access to 21st-century skills and resources.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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	<p>than read online. Students expressed the need for a place that can provide lunchtime and after-school support and reading programs with incentives.</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Visual and Performing Arts</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that integrating Visual and Performing Arts (VAPA) into the curriculum can enhance ELA and math achievement for Low-Income English Learners by providing opportunities for students to engage in creativity, critical thinking, problem-solving, social-emotional development, academic engagement, and language development. Feedback from educational partners and students underscores the demand for expanded VAPA offerings, indicating a clear need to leverage arts education to support these student populations' academic, social, and emotional needs and narrow the achievement disparity. Local input highlights that VAPA provides</p>	<p>Selma Unified will continue to support Visual and Performing Arts, enhancing the quality of our programs by funding VAPA staff at all elementary, middle, and high school levels. Departments include programs under visual and performing arts, such as vocal and instrumental music, performing and visual arts, drama, Folkloric Dancing, and Career Technical Education (CTE) courses like digital and multimedia arts. This includes funding for materials and supplies/equipment to run programs, including possible services for acquiring costumes, concert attire, instrument service, and materials to increase access for identified students to participate in VAPA activities during and after school hours. This action includes extra time for staff and release time for teacher professional development. Furthermore, this action supports arts programs by providing updated technology and equipment to enhance instruction and learning experiences.</p> <p>To support ELA and math achievement, Selma is working to integrate arts into the curriculum by incorporating visual and performing arts activities that promote creativity and critical thinking skills. Additionally, we will allocate resources for</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI)</p> <p>1.11 Broad Course of Study-VAPA Educational Partner Feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>artistic expression and exploration opportunities, thus empowering students to succeed academically and thrive in all areas of their lives.</p> <p>Educational Partners indicated the ongoing support of visual and performing arts, including adding additional elective course options. Students expressed an interest in increasing public acknowledgments for the arts to appeal to peers and to highlight VAPA's successes more frequently. Visual and Performing Arts education supports the academic, social, and emotional needs of English Learners, Foster Youth, and Low-Income students.</p> <p>Scope: LEA-wide</p>	<p>professional development to equip teachers with effective strategies for integrating arts into ELA and math instruction, ensuring inclusive access and engagement for diverse learners.</p> <p>This VAPA action addresses the need by providing opportunities for students to engage in creativity, critical thinking, problem-solving, social-emotional development, academic engagement, and language development. Local data shows that students who enroll in Visual and Performing Arts (VAPA) courses demonstrate improved verbal, reading, and math skills and an improved ability for higher-level thinking, analysis, and problem-solving. We will offer a high-quality VAPA program to support students in pursuing higher education, engaging in civic activities, and positively contributing to their communities, as VAPA supports these areas. Additionally, research indicates that the arts can aid in second language development and enhance comprehension and expression for English Learners. Visual and Performing Arts significantly impact English Learners and low-income and Foster Youth students by reducing barriers to the student educational journey and dramatically benefiting students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.12	Action: Educational/Information Technology	School technology is critical in providing equitable educational opportunities for Foster Youth, English Learners, and Low-Income students to support	1.18, 1.19 Local Assessments (all students, EL, FY, LI)

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

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1.13	<p>Action: Strategic Academic Intervention</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low-Income students need additional support, as demonstrated in CAASPP and local assessments. Local data shows that tailoring resources to these specific student needs (EL, FY, LI) at each school site can be essential in promoting their academic success.</p> <p>Feedback from our Educational Partners highlights the need for expanded academic intervention and enrichment opportunities to support these students in progressing towards grade-level outcomes. In addition, our educational partners stated that having a focus on quality early learning programs (UPK) could benefit our students long term, into the secondary years, because it gives students a strong foundation.</p> <p>Scope: LEA-wide</p>	<p>Strategic academic intervention supports English Learners, Low-Income, and Foster Youth by providing targeted assistance with Reading and Math intervention teachers to address their specific needs and challenges. Intervention teachers bridge learning gaps and provide remediation for literacy and math to accelerate learning. This includes providing targeted language support and development of academic vocabulary necessary for students to access core instruction. Additionally, academic interventions allow for alternative instructional methods or additional time to grasp academic concepts.</p> <p>Early learning programs provide crucial support for English Learners, Low-Income, and Foster Youth by fostering language acquisition, cognitive development, and socio-emotional skills at a critical stage of their growth. These programs in Selma will offer tailored interventions to address diverse needs, ensuring equitable access to educational opportunities and laying a strong foundation for academic success and social integration. Research consistently demonstrates that early intervention yields long-term benefits, narrowing achievement gaps and empowering disadvantaged youth to thrive in school and beyond.</p> <p>Credit Recovery Teachers provide the identified students with additional support and time to see classes to completion to meet credit requirements for graduation. Bilingual instructional aides supplement classroom instruction, providing another adult in the classroom for additional language support, especially for students who are</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

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		<p>at the emerging language level. Our BIAs contribute greatly to improving services for English learners, supporting language goals, and monitoring progress in collaboration with the classroom teacher.</p> <p>These programs offer extra support and interventions for English learners, low-income students, and foster students. By extending support, English Learners, Low-Income students, and Foster Youth will have continued access to targeted interventions and academic support, mitigating the impact of learning loss and providing opportunities for skill development and remediation. These programs offer a structured environment where students can receive personalized instruction, benefit from additional resources, and engage in enrichment activities, ultimately fostering their academic growth and addressing disparities in educational outcomes.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.14	<p>Action: Services for English Learners/LTEL</p> <p>Need: District assessments and ELPAC test scores reveal that both English Learners (ELs) and Long-Term English Learners (LTELs) are facing academic challenges. Furthermore, CAASPP and local ELA and Math scores highlight a clear achievement gap between the</p>	To support the unique academic needs of English Learners, the Newcomer Support Teacher will offer personalized assistance to new students, including in-class support, family connections to community and school resources, and collaboration with classroom teachers to tailor strategies and lessons for Newcomer and English Learners students.	1.15 ELPI, 1.17 LTEL 1.18, 1.19 Local Assessments (all students, EL) 1.1-1.4 ELA and Math CAASPP (all students, EL, LTEL) Educational Partner Feedback

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	<p>performance of English Learners and LTELs compared to the overall student population.</p> <p>A needs assessment reveals the critical need to enhance academic growth among English Learners (ELs) is through targeted interventions, personalized support, and culturally responsive teaching practices. By identifying gaps in language acquisition, access to resources, and instructional strategies, this assessment highlighted the need to provide comprehensive strategies to empower ELs academically.</p> <p>A needs assessment underscores the importance of addressing the academic growth of Long-Term English Learners (LTELs) by implementing targeted interventions, differentiated instruction, and intensive language support. Identifying gaps in language proficiency, academic achievement, and socio-emotional development is essential to develop tailored strategies to close the achievement gap and foster academic success for LTELs.</p> <p>Scope: LEA-wide</p>	<p>Additionally, Curriculum Directors will facilitate district-wide professional learning initiatives focusing on designated and integrated English Language Development (ELD), ELD lesson components, and research-based strategies to support English Learners while also analyzing data to identify and address the specific needs at school sites.</p> <p>Curriculum Directors will facilitate Professional development (PD) sessions tailored to support the unique needs of Long-Term English Learners (LTELs). This will focus on integrating research-based strategies for language development, academic literacy, and socio-emotional support. These sessions would incorporate data analysis to identify specific areas of need, provide opportunities for collaboration among educators, and emphasize culturally responsive practices to ensure effective instruction and equitable outcomes for LTELs.</p> <p>Furthermore, the District facilitates collaborative efforts to evaluate the effectiveness of services provided to English Learners and LTELs through data analysis, ensuring appropriate support based on language level and needs, including Newcomer Support through Reclassification. Professional learning opportunities span departments to ensure coherence in services and programs.</p> <p>Academic programming for English Learners (ELs) will involve designated English Language Development (ELD) sessions, customized to each student's language proficiency. These sessions will concentrate on improving listening, speaking,</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>reading, and writing skills. Additionally, Integrated ELD will be embedded into subject-based lessons, enabling students to grasp content while receiving language support. To enhance comprehension and participation, instructional methods will incorporate supports such as visuals, hands-on activities, and manipulatives. Progress monitoring by staff will ensure that students are reclassified once they meet the requirements.</p> <p>The academic program for Long-Term English Learners (LTELs) will offer designated and integrated English Language Development (ELD). Academic language support and literacy skills supports will aid in the understanding of subject matter. Teachers will ensure that students have the necessary background knowledge and vocabulary to engage with grade-level material effectively. Small group instruction, individualized instruction, and additional interventions may also be utilized to support progress towards reclassification.</p> <p>This action is designed to meet the needs of English Learners & LTELs; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.15	<p>Action: Assessment for Learning</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners,</p>	<p>The Data/Assessment TOSA will collaborate with District and Site staff to implement local assessments and utilize our online District Data and Assessment systems to organize data effectively. Timely and accurate information about our Foster Youth, Low-Income students, and English Learners is essential for making informed decisions about their learning, understanding the</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low-Income and Foster Youth students, and the all-student group.</p> <p>A needs assessment revealed that English Learners, Foster Youth, and Low-Income students need timely intervention and support. Data from specific student groups, such as English Learners, Foster Youth, and Low-Income students, must be disaggregated to identify trends, evaluate programs, monitor progress, and pinpoint individuals needing intervention and support.</p> <p>Educational Partner feedback included multiple suggestions for enhancing our methods of identifying and supporting students needing intervention. This was a high priority as our partners recognized the need to improve how we identify and serve at-risk students.</p> <p>Scope: LEA-wide</p>	<p>factors influencing it, and determining appropriate educational interventions and support. The Data/Assessment TOSA will provide professional development and additional resources/supplies to empower school staff to make well-informed decisions about implementing targeted strategies to benefit the identified student groups.</p> <p>This action is designed to meet the needs of English Learners, Foster Youth, and Low Income; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.16	<p>Action: Intensive Academic Intervention</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group. This demonstrates the</p>	<p>The Chief Academic Officer will oversee the academic program, ensuring the implementation of Multitiered Systems of support, including overseeing academic programs and interventions. The MTSS Program Manager will support the implementation of a Multi-Tiered System of Supports (MTSS) to provide tailored remediation and intervention for Low-Income students, Foster Youth, and English Learners requiring Tier 2 & 3 assistance. Additional staff, including school psychologists, interns, and aides, will assist school</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need for interventions and support for the identified student groups.</p> <p>A needs assessment revealed the need for an academic Multitiered System of Support (MTSS) framework for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This framework provides a systematic approach to identifying and addressing individual student needs through targeted interventions, differentiated instruction, and ongoing progress monitoring, ensuring equitable access to quality education and supporting the academic success of these vulnerable student populations. Educational Partners continue to stress the need for interventions and tutorials to support struggling students.</p> <p>Scope: LEA-wide</p>	<p>sites, teachers, and case managers through the Student Study Team process. This initiative aims to enhance access to interventions and best practices, enabling identified students to address learning needs promptly.</p> <p>These supplemental staff members, along with supplementary curriculum, will engage in problem-solving, data evaluation, communication, collaboration, capacity building, and leadership support at Tier 2 and 3 school sites. Supplemental School psychologists will advocate for and participate in MTSS implementation, assisting in evidence-based curriculum and intervention selection, administering reliable screening and progress monitoring tools, and ensuring fidelity of implementation for identified students. Additionally, each site has analyzed performance data of students, ensuring that Tier 2 and 3 identified students receive timely instruction. We continue to progress monitor students receiving intensive intervention to provide appropriate services to meet the needs of the students.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
1.17	<p>Action: Summer School</p> <p>Need: As demonstrated by the CAASPP and local ELA and Math scores, there is an evident disparity in achievement between the</p>	<p>This action addresses the loss of academic skills and knowledge that can occur over the summer break, helping the identified students to retain information learned over the course of the year. Summer school mitigates the effects of this loss. English Learners benefit from additional language instruction and academic gaps for Foster Youth</p>	<p>1.18, 1.19 Local Assessments (all students, EL, FY, LI) 1.1-1.4 ELA and Math CAASPP (all students, EL, FY, LI) Educational Partner input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance rates of our English Learners, Low-Income and Foster Youth students, and the all-student group.</p> <p>A local needs assessment identified that academic progress is impeded with summer break when EL, FY, and LI students are away from school, causing a dip in the academic progress made for the school year. Student groups, such as English Learners, Foster Youth, and Low-Income students, are even more impacted by this time away from school due to disparities between these subgroups and the All Student group, as demonstrated by local and state assessment performance. Because extra learning time and interventions can better maintain or accelerate learning, Summer School and additional academic time greatly support the narrowing of the achievement gap. This opportunity also can provide original credit for those courses offered. Additionally, offering enrichment after the Summer School day through programs provides for engagement and enhancing the Summer learning experience.</p> <p>Educational Partner feedback included suggestions to keep intervention and tutorial supports as a high priority.</p> <p>Scope: LEA-wide</p>	<p>and Low Income students can be addressed by reteaching foundational skills for math, reading and more to help overcome barriers they may be facing. Summer School and the Extended Learning program offer enrichment opportunities, such as field trips, assemblies, art activities and more to provide experiences that our subgroups may not otherwise have during the regular school year or due to financial burdens in the home. For students pursuing original credit, EL, FY, and LI students may be able to benefit from taking a CTE course or elective course during the regular school year to explore college and career options for the future. By addressing the unique needs of English Learners, Low Income, and Foster Youth students, summer school plays a vital role in promoting educational equity and ensuring all students can succeed academically.</p> <p>This action is designed to meet the needs of English Learners, FY, and LI; however, because it will benefit all students' academic success, it will be provided on a LEA-wide basis.</p>	
2.1	Action: Student Services	The Student Services department staff will provide direct service to Low-income, Foster Youth,	2.1 Suspension Rates (All Students, EL, FY, LI,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Low-income, Foster Youth, Homeless and English Learners are disproportionately affected by high suspension and chronic absenteeism rates, indicating a critical need for a focus on coordinating and standardizing student support services across Selma Unified School District. Consistency in policies and procedures related to student welfare, behavior management and crisis intervention district-wide is needed.</p> <p>Based on a local needs assessment, this population requires a comprehensive approach that includes professional development for educators on inclusive, trauma-informed strategies and the implementation of restorative justice practices to ensure equitable educational opportunities and outcomes, especially for our students who are Low income, Foster Youth, Homeless and English Learners.</p> <p>Feedback from educational partners during LCAP input meetings and surveys continue to indicate the need for counseling for students struggling with mental health and implementing programs to address bullying and promotes positive social interactions.</p> <p>Scope: LEA-wide</p>	<p>Homeless and English Learners students facing homelessness. Building strong home-school connections and increasing access to community resources will help families understand the importance of and support improved attendance and stabilize student enrollment wherever possible.</p> <p>The Student and Community Services department staff, which includes the Director of Student Services, Student Services Administrative Assistant and District Home School Liaison, will be actively involved in attendance programs, health referrals, mental health referrals, and related school and community services. Helping families to remove barriers to attendance and stable enrollment will increase school stability and improve attendance. Staff related to this action will be provided with professional development opportunities and resources to assist them in improving student attendance, including suspension/expulsions, and strengthening family and community involvement.</p> <p>These services are primarily directed towards Low-income, Foster Youth, Homeless and English Learners in need of support for improved attendance rates and school stability, however because this will result in improvements for all students, we will provide this action on a district-wide basis.</p>	<p>Homeless) 2.2 Expulsion Rate, 2.6 Attendance Rate, 2.7 Chronic Absenteeism Rate (All Students, EL, FY, LI, Homeless), 2.8 Student Survey - Sense of Student Safety</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Safe Climate/Culture and Student Behavior</p> <p>Need: Low-income, Foster Youth and English Learners are disproportionately affected by high suspension rates. An additional deep dive into data looked at homeless, low-income Hispanic, and low-income Asian student data. 76% of Asian students are low-income. 91% of Hispanic students are low-income.</p> <p>A needs assessment indicated a critical need for targeted interventions that address behavioral issues through supportive, culturally responsive practices rather than punitive measures. These unique populations require a comprehensive approach that includes professional development for educators on inclusive, trauma-informed strategies and the implementation of restorative justice practices to ensure equitable educational opportunities and outcomes. In addition, sites such as Indianola Elem, Terry Elem, and Selma High need additional behavioral support to ensure culturally responsive practices are in place for the identified student groups and to ensure these students have a caring adult on campus.</p> <p>Feedback from educational partners indicated that parents and community members articulated the need for utilizing a PBIS framework, which can support reduction of suspensions rates for Low income, Foster</p>	<p>To meet this need, the LEA will provide the following support: PBIS framework and club programs, Positive Behavior Intervention (PBI) Aides, Campus Safety Officers (CSO) and training and resources.</p> <p>At the LEA level, the Positive Behavioral Interventions and Supports (PBIS) framework is designed to specifically address the needs of low-income, English Learners (EL), and Foster Youth (FY) students, incorporating culturally responsive practices and trauma-informed approaches. This framework will be implemented across schools like Indianola Elementary, Selma High, and Terry Elementary, providing consistent guidelines and strategies to promote positive behavior and create a supportive school climate. Staff will receive professional development and resources to support efforts in establishing a safe climate/culture. Club programs focusing on diverse interests and cultural enrichment will also be established within each school to offer additional support and engagement opportunities for these student populations, fostering a sense of belonging and reinforcing positive behaviors.</p> <p>This implementation includes systematic behavior systems and Tier 2 and 3 positive behavior interventions for Low-income, Foster Youth, and English Learners to support behavior for those who need extra support. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occur is focused on creating and sustaining school environments that improve</p>	2.2-Suspension Rates, 2.9-Sense of Belonging English Learners, Foster Youth, Low Income, Low Income-Asian, Low Income-Hispanic, All Students, Asian, Hispanic, homeless

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Youth, homeless, low-income Hispanic, low-income Asian and English Learners. They requested support for behavioral and social emotional needs. Students also requested support of a positive school climate and culture and mental health supports for anxiety, stress, and motivation.</p> <p>Scope: LEA-wide</p>	<p>lifestyle results for low-income English Learners and Foster Youth students through uniformly implemented strategies, student incentives, and alternatives to suspension and culturally appropriate interventions.</p> <p>The action will entail allocating resources for PBIS supplies and instructional materials to meet the specific needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, ensuring culturally responsive and inclusive visual aids. These materials will reinforce positive behaviors and provide targeted support and representation for marginalized student populations, fostering a more supportive and equitable school environment.</p> <p>In addition, sites such as Indianola Elementary and Terry Elementary will incorporate data monitoring and the Check-In/Check-Out Intervention, often called CICO, as a Tier 2 intervention to promote positive behavior to ensure the low-income and low-income Hispanic students are connected to a caring adult on campus.</p> <p>The Selma High School Activities Director will support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students by implementing culturally inclusive extracurricular activities and mentorship programs that provide a sense of belonging and connection to the school community. By fostering positive relationships, providing academic and social support, and offering alternatives to suspension through engaging in activities, the Activities Director will</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>help reduce suspension rates and promote a supportive environment for all students.</p> <p>This action provides the support needed to improve behavior support for English Learners, low-income, homeless, Foster Youth, low-income Asian, and Low-Income Hispanic students. However, because we expect Asian, Hispanic, and all students below proficiency to benefit, this action is provided on an LEA-wide basis.</p>	
2.3	<p>Action: Student Health and Wellness</p> <p>Need: Selma Unified has been actively striving to enhance health services for students, particularly those who are English Learners, Foster Youth, and Low-Income. Feedback from educational partners indicates a need for ongoing interventions and supports, which includes health and overall wellness, especially for Low-Income, English Learners, and Foster Youth students. These factors directly impact attendance and warrants additional supports.</p> <p>Additionally, Selma's Chronic Absenteeism rate for English Learners, Low-Income and Foster Youth is high, as revealed by data from the California Dashboard. Furthermore, Foster Youth often face disruptions in their schooling.</p> <p>A local needs assessment underscores the critical gap in access to medical professionals, which can result in increased absences due to</p>	<p>The District is implementing on-site health services, community referrals, and health monitoring at schools to support English Learners, Foster Youth and Low-Income students in overcoming attendance barriers related to health and wellness. Staff will receive training to provide healthcare referrals, assist parents, emphasize attendance importance, and tailor health interventions. By expanding these services district-wide, staff will have more opportunities to engage with students, leading to increased health interventions and support. While the focus is on Foster Youth and Low-Income students, all students benefit, as shown by local data indicating improved attendance with increased health support.</p> <p>Staff will receive specialized professional development to improve their ability to provide healthcare referrals, assist parents in managing student health, stress the importance of regular attendance, and implement tailored health interventions. This expansion allows health staff to engage with students during the school day, providing information, advocacy, and referrals as</p>	2.7 Chronic Absenteeism (all students, EL, FY, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>illness among English Learners, Low-Income and Foster Youth students. Research underscores that childhood poverty is linked to developmental delays, toxic stress, chronic illness, and nutritional deficiencies. Compounding these challenges is the limited availability of widespread healthcare services in Selma, especially for students lacking health insurance, further reducing access to essential healthcare for students.</p> <p>Scope: LEA-wide</p>	<p>required, thereby enhancing support for English Learners, Low-Income, and Foster Youth students.</p> <p>While the primary focus of this action is on meeting the needs of English Learners, Low-Income and Foster Youth students, the benefits extend to all students within the district. Therefore, the action is provided LEA-wide to ensure that all students can benefit. Foster Youth and Low-Income students stand to gain the most from this initiative due to the heightened monitoring and attention to their specific wellness and health needs.</p>	
2.4	<p>Action: Mental Health and Social-Emotional Learning</p> <p>Need: Low-income, Foster Youth and English Learners are disproportionately affected by high chronic absenteeism rates across the district.</p> <p>Educational Partners and a local needs assessments have indicated the need to implement a multifaceted approach in this area to improve the educational experience, focusing on both academic supports and the overall well-being and motivation for students. Additionally, there was input on focusing on the whole child, academically and behaviorally/social emotionally. Based on the number of mental health referrals, requests for walk-in support, at-risk assessments, and threat assessments, we continue to need</p>	<p>To address this ongoing need, Selma will continue to provide mental health services for our English Learners, Foster Youth, and Low-Income students. We will utilize multiple data measures to evaluate student mental health and social-emotional learning. Additionally, we will continue to use student surveys to analyze data and monitor progress.</p> <p>Addressing the comprehensive needs of students is crucial for improving academic performance. Implementing tiered supports for mental health and social-emotional learning across the district can effectively cater to individual student needs. Our data reveals that many Foster Youth, Low-income students, and English Learners require additional support to overcome obstacles to succeed in school. By providing these services alongside supplemental academic support, especially for English Learners, low-income students, and foster youth, the district can target</p>	<p>2.9 Student Survey-Sense of Belonging, 2.10 Mental Health Referrals 2.6 Attendance, 2.7 Chronic Absenteeism (all students, EL, FY, LI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>mental health support services for Foster Youth, Low Income, and English Learner students.</p> <p>Scope: LEA-wide</p>	<p>specific social/emotional and academic needs expressed by students in these subgroups. These services will enhance school connectedness and students' sense of belonging, thereby facilitating better access to instruction for these students.</p> <p>We will continue to use these evidence-based strategies and supports for students to feel safe, connected, and actively engaged in learning. We will use student surveys to continue monitoring student sense of belonging and other questions related to student perception.</p> <p>This action provides the support needed to meet the needs of Foster Youth, Low Income, and English Learners. Because All Students can benefit from this action, it will be provided on an LEA-wide basis.</p>	
2.5	<p>Action: Student Attendance</p> <p>Need: Low-income, Foster Youth and English Learners are disproportionately affected by high chronic absenteeism rates across the district.</p> <p>The 2023 Dashboard data caused us to do a deeper dive into data looked at chronically absent low-income white students chronically absent data at Abraham Lincoln Middle School. 78% of white students are identified as Low Income district-wide. At Abraham Lincoln Middle School, 81% white students are identified as Low Income.</p>	<p>Social workers will access supplemental resources/materials and supplies to help them identify evidence-based strategies and analyze attendance data. Initiatives such as parent education through home visits, collaboration, and conferences will improve attendance rates.</p> <p>Social workers will call parents and make personal connections to improve the identified student attendance. They will make referrals to community agencies that can provide needed medical services, food and clothing resources, and school programs such as before/after school programs, nutrition, and transportation services so that students can attend school more regularly.</p>	<p>2.6 Attendance, 2.7 Chronic Absenteeism (all students, EL, FY, LI) Lincoln Middle School: Chronic Absenteeism (LI White, White)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A local needs assessment revealed that English Learners, Low-income and Foster Youth students often face multiple barriers that impact school attendance, including unstable living situations, lack of care-giving or employment, and mental health challenges. The lack of support systems and academic struggles can also contribute to their disengagement from school. These factors collectively lead to chronic absenteeism among these student populations.</p> <p>A site-level needs assessment revealed that our low-income whites are chronically absent at Abraham Lincoln Middle School due to a lack of a system to ensure the identified students had a caring adult on campus who was tracking their attendance.</p> <p>During LCAP forums, certificated staff noted that we need to continue providing parent education on the importance of attendance. Students also stated a desire for recognition of positive behaviors, verbal praise/acknowledgement and incentives for positive outcomes.</p> <p>Scope: LEA-wide</p>	<p>Implementing effective strategies for increasing regular attendance for low-income students, Foster Youth, and English learners, especially for our foster youth, will result in higher attendance.</p> <p>At Lincoln Middle School: We will increase the involvement of social workers support in implementing Check-In, Check-Out (CICO) to help reduce chronic absenteeism by providing personalized support and interventions to students, addressing underlying factors contributing to absenteeism, and fostering a sense of belonging and accountability within the school community.</p> <p>This action is designed to meet the needs most associated with Low-Income English Learners and Foster Youth students. However, because we expect all students and all white students to benefit from this action, it will be provided LEA-wide.</p>	
3.1	<p>Action: Parent and Family Engagement</p> <p>Need:</p>	The district has forged partnerships with local agencies and parent groups to provide parent training sessions that will boost parent engagement, with a special focus on the needs of	3.4 Parent Engagement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on feedback from parent surveys, community forums, and parent meetings, it's clear that parents and staff express a desire for ongoing opportunities to engage in educational activities aimed at enhancing their understanding and abilities within educational programs. The majority of input from parents, which consists of feedback mostly from Low Income students, states that parents would greatly benefit from further support, engagement, and education in order to support students. Our DELAC advocates for further support of the needs of English Learners and their families for increased family education and engagement. Parents also requested improved communication regarding available resources. Our classified staff expressed a desire to provide more support for parents to complete Fall registration paperwork. Particularly, there's a focus on supporting parents and families of Foster Youth, Low-income students, and English Learners in accessing these resources.</p> <p>Scope: LEA-wide</p>	<p>Foster Youth, Low-income students, and English Learners. These collaborations aim to strengthen the home-school connection and tailor services to support these student groups effectively.</p> <p>Recognizing the pivotal role of parental involvement in student success, particularly among these demographics, the district is committed to narrowing the achievement gap. Research underscores the positive impact of active parental support, access to school information, and improved communication on academic outcomes. Meaningful involvement for parents of these students involves community engagement, academic support, and navigating the school system. The district also plans to equip them with technology skills for monitoring student progress and communication. Offering engagement opportunities in various formats will increase overall parental involvement, with specific activities tailored to groups like Foster Parents or bilingual families. Ultimately, increased parent participation is expected to foster academic growth for all students.</p> <p>This action is designed to meet the needs most associated with Low-Income, English Learner, and Foster Youth students. However, because we expect all students to benefit from active Parent Engagement and Education, this action is provided on an LEA-wide basis.</p>	
3.2	<p>Action: Parent Communication</p> <p>Need:</p>	Selma Unified has a need to streamline communication efforts between the district and its educational partners. A communications director would ensure consistent messaging, enhance	3.1, 3.2 & 3.3 Parent Survey - Return Rate, School Climate & School Safety

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

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

The increased staff includes:

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	65,294,863	27,774,646	42.537%	0.000%	42.537%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$93,793,004.00	\$4,451,427.00	\$0.00	\$2,725,701.00	\$100,970,132.00	\$30,927,559.00	\$70,042,573.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base Program	All	No					\$0.00	\$64,118,694.00	\$64,118,694.00				\$64,118,694.00	
1	1.2	Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,712,554.00	\$52,214.00	\$1,764,768.00				\$1,764,768.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$682,397.00	\$227,679.00	\$564,787.00			\$345,289.00	\$910,076.00	
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	English Learners	Yes	School wide	English Learners	Specific Schools: Eric White Elementary		\$532,823.00	\$15,357.00	\$516,719.00			\$31,461.00	\$548,180.00	
1	1.5	Broad Course of Study: AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Selma High		\$40,955.00	\$42,587.00	\$83,542.00				\$83,542.00	
1	1.6	Supports for Students with Disabilities (SWD)	Students with Disabilities	No			All Schools Specific Schools: LEA Level, Lincoln MS, Jackson Elem, Eric White Elem, Indianola Elem, Selma		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High									
1	1.7	Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$566,416.00	\$46,285.00	\$612,701.00				\$612,701.00	
1	1.8	Supplemental Materials and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$44,921.00	\$914,639.00	\$959,560.00				\$959,560.00	
1	1.9	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,353,445.00	\$777,660.00	\$3,131,105.00				\$3,131,105.00	
1	1.10	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,108,014.00	\$306,507.00	\$1,223,399.00			\$191,122.00	\$1,414,521.00	
1	1.11	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,136,133.00	\$79,450.00	\$1,215,583.00				\$1,215,583.00	
1	1.12	Educational/Information Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$276,068.00	\$472,416.00	\$748,484.00				\$748,484.00	
1	1.13	Strategic Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$7,903,816.00	\$213,879.00	\$7,162,570.00			\$955,125.00	\$8,117,695.00	
1	1.14	Services for English Learners/LTEL	English Learners	Yes	LEA-wide	English Learners			\$354,765.00	\$212,652.00	\$364,713.00			\$202,704.00	\$567,417.00	
1	1.15	Assessment for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$179,456.00	\$55,439.00	\$234,895.00				\$234,895.00	
1	1.16	Intensive Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,245,028.00	\$132,342.00	\$3,377,370.00				\$3,377,370.00	
1	1.17	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$627,758.00	\$546,598.00	\$174,356.00			\$1,000,000.00	\$1,174,356.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.18	Literacy Coaches and Reading Specialists Grant	All	No			Specific Schools: Terry Elem, Wilson Elem, Eric White		\$450,000.00	\$900,000.00		\$1,350,000.00			\$1,350,000.00	
1	1.19	DA Action: Data Support	All Homeless, SWD	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,436,539.00	\$279,803.00	\$241,342.00	\$2,475,000.00			\$2,716,342.00	
2	2.2	Safe Climate/Culture and Student Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: LEA Level, Indianola Elem, Selma High, Terry Elem		\$1,760,759.00	\$199,933.00	\$1,960,692.00				\$1,960,692.00	
2	2.3	Student Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,334,849.00	\$71,860.00	\$1,406,709.00				\$1,406,709.00	
2	2.4	Mental Health and Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,735,975.00	\$109,036.00	\$2,845,011.00				\$2,845,011.00	
2	2.5	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$907,103.00	\$27,628.00	\$934,731.00				\$934,731.00	
3	3.1	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$57,893.00	\$30,563.00	\$88,456.00				\$88,456.00	
3	3.2	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$186,725.00	\$107,960.00	\$33,960.00	\$260,725.00			\$294,685.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	LCAP Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,000.00	\$25,857.00	\$28,857.00				\$28,857.00	
4	4.1	Heartland High CCI Support	All Hispanic, SED	No			Specific Schools: Heartland Heartland		\$151,187.00	\$0.00		\$151,187.00			\$151,187.00	
4	4.2	Selma Independent CCI & Graduation Support	All Hispanic, SED	No			Specific Schools: Selma IndependentSelma Independent		\$80,000.00	\$0.00		\$80,000.00			\$80,000.00	
4	4.3	Selma Independent: Foundational Skills & Support	All Hispanic, SED	No			Specific Schools: Selma IndependentSelma Independent		\$58,980.00	\$0.00		\$58,980.00			\$58,980.00	
5	5.1	Heartland Behavior Supports	All EL, SED, Hispanic	No			Specific Schools: Heartland Heartland High		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.2	STRIVE Behavior Supports	All	No			Specific Schools: STRIVES TRIVE Academy		\$0.00	\$50,535.00		\$50,535.00			\$50,535.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
65,294,863	27,774,646	42.537%	0.000%	42.537%	\$29,674,310.00	0.000%	45.447 %	Total:	\$29,674,310.00
								LEA-wide Total:	\$29,157,591.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$516,719.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,764,768.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$564,787.00	
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	Yes	Schoolwide	English Learners	Specific Schools: Eric White Elementary	\$516,719.00	
1	1.5	Broad Course of Study: AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Selma High	\$83,542.00	
1	1.7	Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$612,701.00	
1	1.8	Supplemental Materials and Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$959,560.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,131,105.00	
1	1.10	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,223,399.00	
1	1.11	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,215,583.00	
1	1.12	Educational/Information Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$748,484.00	
1	1.13	Strategic Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,162,570.00	
1	1.14	Services for English Learners/LTEL	Yes	LEA-wide	English Learners		\$364,713.00	
1	1.15	Assessment for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$234,895.00	
1	1.16	Intensive Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,377,370.00	
1	1.17	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income		\$174,356.00	
2	2.1	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$241,342.00	
2	2.2	Safe Climate/Culture and Student Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: LEA Level, Indianola Elem, Selma High, Terry Elem	\$1,960,692.00	
2	2.3	Student Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,406,709.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Mental Health and Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,845,011.00	
2	2.5	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$934,731.00	
3	3.1	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$88,456.00	
3	3.2	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$33,960.00	
3	3.3	LCAP Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income		\$28,857.00	
4	4.1	Heartland High CCI Support				Specific Schools: Heartland		
4	4.2	Selma Independent CCI & Graduation Support				Specific Schools: Selma Independent		
4	4.3	Selma Independent: Foundational Skills & Support				Specific Schools: Selma Independent		
5	5.1	Heartland Behavior Supports				Specific Schools: Heartland		
5	5.2	STRIVE Behavior Supports				Specific Schools: STRIVE		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$102,443,123.00	\$93,826,364.09

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base Program	No	\$64,659,834.00	\$62,760,604.71
1	1.2	Program Support	Yes	\$1,881,143.00	\$1,719,087.59
1	1.3	Professional Development	Yes	\$991,116.00	\$911,623.17
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	Yes	\$598,710.00	\$543,255.76
1	1.5	Broad Course of Study: AVID	Yes	\$74,882.00	\$69,091.70
1	1.6	Supports for Students with Disabilities (SWD)	No	\$5,000.00	\$5139.00
1	1.7	Teacher Collaboration	Yes	\$610,595.00	\$576,254.74
1	1.8	Supplemental Materials and Services	Yes	\$1,062,217.00	\$774,434.48
1	1.9	Career Technical Education	Yes	\$3,109,808.00	\$2,975,176.30
1	1.10	Libraries	Yes	\$1,396,825.00	\$1,271,187.03
1	1.11	Visual and Performing Arts	Yes	\$1,234,286.00	\$1,206,277.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Educational/Information Technology	Yes	\$1,130,088.00	\$893,088.14
1	1.13	Strategic Academic Intervention	Yes	\$8,291,490.00	\$7,185,526.39
1	1.14	Services for English Learners/LTEL	Yes	\$681,520.00	\$551,844.76
1	1.15	Assessment for Learning	Yes	\$196,686.00	\$203,472.23
1	1.16	Intensive Academic Intervention	Yes	\$3,350,540.00	\$3,017,296.39
1	1.17	Summer School	Yes	\$1,174,356.00	\$606.69
1	1.18	Literacy Coaches and Reading Specialists Grant	No	\$1,350,000.00	\$396,364.22
1	1.19	DA Action: Data Support	No	\$0.00	\$0.00
2	2.1	Student Services	Yes	\$2,828,354.00	\$2,102,265.70
2	2.2	Safe Climate/Culture and Student Behavior	Yes	\$2,014,853.00	\$1,883,830.02
2	2.3	Student Health and Wellness	Yes	\$1,354,019.00	\$1,294,159.91
2	2.4	Mental Health and Social-Emotional Learning	Yes	\$2,683,320.00	\$2,523,498.71
2	2.5	Student Attendance	Yes	\$911,483.00	\$838,321.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent and Family Engagement	Yes	\$88,525.00	\$84,175.94
3	3.2	Parent Communication	Yes	\$308,107.00	\$32,773.58
3	3.3	LCAP Coordination	Yes	\$29,584.00	\$7,008.32
4	4.1	Heartland High CCI Support	No	\$98,945.00	0
4	4.2	Selma Independent CCI & Graduation Support	No	\$156,837.00	0
4	4.3	Selma Independent: Foundational Skills & Support	No	\$100,000.00	0
5	5.1	Heartland Behavior Supports	No	\$20,000.00	0
5	5.2	STRIVE Behavior Supports	No	\$50,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
27,346,224	\$30,541,081.00	\$29,201,803.00	\$1,339,278.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Program Support	Yes	\$1,881,143.00	1700813		
1	1.3	Professional Development	Yes	\$645,827.00	556190		
1	1.4	Broad Course of Study: Bilingual Dual Language Immersion Pathway	Yes	\$567,249.00	504326		
1	1.5	Broad Course of Study: AVID	Yes	\$74,882.00	79030		
1	1.7	Teacher Collaboration	Yes	\$610,595.00	600661		
1	1.8	Supplemental Materials and Services	Yes	\$1,062,217.00	838626		
1	1.9	Career Technical Education	Yes	\$3,109,808.00	3061355		
1	1.10	Libraries	Yes	\$1,205,703.00	1176254		
1	1.11	Visual and Performing Arts	Yes	\$1,234,286.00	1299104		
1	1.12	Educational/Information Technology	Yes	\$1,130,088.00	944771		
1	1.13	Strategic Academic Intervention	Yes	\$7,336,365.00	6679301		
1	1.14	Services for English Learners/LTEL	Yes	\$478,816.00	355133		
1	1.15	Assessment for Learning	Yes	\$196,686.00	213389		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Intensive Academic Intervention	Yes	\$3,350,540.00	3522543		
1	1.17	Summer School	Yes	\$174,356.00	108020		
2	2.1	Student Services	Yes	\$353,354.00	341920		
2	2.2	Safe Climate/Culture and Student Behavior	Yes	\$2,014,853.00	2008276		
2	2.3	Student Health and Wellness	Yes	\$1,354,019.00	1387855		
2	2.4	Mental Health and Social-Emotional Learning	Yes	\$2,683,320.00	2777548		
2	2.5	Student Attendance	Yes	\$911,483.00	894979		
3	3.1	Parent and Family Engagement	Yes	\$88,525.00	85387		
3	3.2	Parent Communication	Yes	\$47,382.00	45996		
3	3.3	LCAP Coordination	Yes	\$29,584.00	20326		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$64,182,875	27,346,224	2.578%	45.185%	\$29,201,803.00	0.000%	45.498%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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