Selma Unified School District
Heartland Continuation High School

Grades 7 through 12
Jonathan Farley, Principal
jonathan.farley@selmausd.org

2269 Sylvia Street
Selma, CA 93662-3488
PH: (559) 898-6670   FAX: (559) 896-4635
www.selmausd.org
CDS #: 10624301036607

2023-24 School Accountability Report Card
Published January 2025

Principal's Message

I invite you to explore Heartland Continuation High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Heartland Continuation High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Heartland Continuation High School is quite proud of its academic programs, and school activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

School Description

Heartland Continuation High School is located in the city of Selma and serves students in grades seven through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 93 students were enrolled, including 20.4% in special education, 33.3% qualifying for English Language Learner support, and 84.9% qualifying for free or reduced price lunch.

Contents

Student Enrollment by Student Group / Grade Level 2023-24				
Student Group	% of Total Enrollment		Grade Level	# of Students
Female	40.90%		Grade 7	0
Male	59.10%		Grade 8	0
Non-Binary	0.00%		Grade 9	0
Amer. Indian or Alaska Native	0.00%		Grade 10	0
Asian	0.00%		Grade 11	23
Black or African-Amer.	0.00%		Grade 12	70
Filipino	0.00%			
Hisp. or Latino	98.90%		Ungraded	0
Native Hawaiian or Pacific Islander	1.10%			
Two or More Races	0.00%			
White	0.00%			
English Learners	33.30%			
Foster Youth	1.10%			
Homeless	1.10%			
Students Receiving Migrant Ed. Services	6.50%			
Socioeconomically Disadvantaged	84.90%			
Students with Disabilities	20.40%			
			Total Enrollment	93

Student Achievement

Physical Fitness

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

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

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	N/A	N/A	N/A	N/A	N/A

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	15.0	9.0	38.0	40.0	46.0	47.0
Mathematics (grades 3-8 and 11)	0.0	0.0	23.0	24.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	54	53	98.15	1.85	9.43
Female	16	16	100.00	0.00	6.25
Male	38	37	97.37	2.63	10.81
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	51	50	98.04	1.96	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	20	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	8.82
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	54	53	98.15	1.85	0.00
Female	16	16	100.00	0.00	0.00
Male	38	37	97.37	2.63	0.00
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	51	50	98.04	1.96	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	20	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	0.00
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard

(i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (grades 5, 8, and 10)	4.4	1.3	16.7	15.9	30.3	30.7

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	83	80	96.39	3.61	1.25
Female	27	26	96.30	3.70	0.00
Male	56	54	96.43	3.57	1.85
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	80	77	96.25	3.75	1.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	31	96.88	3.12	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.00	5.00	1.75
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

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

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

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

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

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

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

Parents stay informed on upcoming events and school activities through email, parent conferences, school website, and ParentSquare online communication system. Contact the school office at (559) 898-6670 for more information on how to become involved in your child's learning environment.

Committees
English Learner Advisory Council
School Site Council

School Activities
Back to School Night
Awards Assemblies

College Nights
FAFSA Application Workshops
Parent Education Workshops

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Heartland Continuation High School's original facilities were built in 1947; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. The following campus improvements or repairs were completed in 2023-24 and planned for 2024-25:

2023-24 Campus Improvements:
• Installation of a shade structure
• Calshape Water Conservation project

2024-25 Planned Campus Improvements:
• Classroom and relocatable restroom project

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Heartland Continuation High School. The day custodian is responsible for:

• General grounds maintenance
• Lunch area setup/cleanup
• Restroom cleaning
• Trash removal

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

• Classroom cleaning
• Common use area cleaning
• Office area cleaning
• Restroom cleaning

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

Campus Description	
Year Built	1946
Acreage	2.61
Square Footage	12893
	Quantity
Permanent Classrooms	7
Portable Classrooms	4
Restrooms (sets)	1
Multipurpose Room/Cafeteria	1
Library	1

Facilities Inspection

The district's maintenance department inspects Heartland Continuation High School on an annual basis in accordance with Education Code §17592.72(c)(1). Heartland Continuation High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 09, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 09, 2024			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior			✔
C. Cleanliness		✔	
D. Electrical			✔
E. Restrooms / Fountains		✔	
F. Safety		✔	
G. Structural		✔	
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	1 - Six HVAC covers are missing
(B)	Administration - Ceiling tile is broken; ceiling tiles have water stains; hole in wall
Office - Ceiling tile is broken
All Gender Restroom - Floor tiles are dirty; ceiling stained from HVAC vent
All Gender Restroom - Floor tiles have gaps
IDF Office, Directors Office - Ceiling tile is broken
4 - Floor tiles broken at entry; ceiling tile has water stain; ceiling tile is marred; ceiling tile is broken
6 - Ceiling tile is loose
7 - Ceiling tile is broken; rubber molding has water damage; base of cabinets are rusted
Cafe - Floor tiles are broken; formica trim is chipping on countertop
2 - Floor tiles are broken; water damage under sink; cabinet handle is missing
1 - Ceiling tile is broken
3/Office - Projector mount is missing cover
Heartland ISP Office 2 - Wallpaper is torn
(C)	IDF Office, Directors Office, 4, 5 - Unsecured items stored too high
6 - Walls/molding is dirty; ceiling tile has water stain
Men's Restroom - Dead insects in light diffuser; light diffuser has water stains
2, 1 - Floor is unkept; sinks are unkept; wax build up on rubber molding
(D)	Directors Office - Low voltage wires strung on floor
4 - Low voltage wires draped on floor; conduit is loose from wall
Women's Restroom - Light diffuser has water stain
2 - Low voltage wire creating trip hazard
3/Office - Low voltage wires are draped around room; ethernet wire cresting trip hazard
Heartland ISP Office 2 - Ethernet box is loose; WiFi gear dangling from wall
(E)	Men's Restroom - Urinal leaks at fitting
1 - Sink hardware is missing; sink is stained; faucet has a drip
3/Office - Faucet has sporadic flow
(F)	Administration - Paint is chipping on door and window frames; paint is chipping on wall
All Gender Restroom - Plug in air freshener
4 - Paint chipping on counter
7 - Paint is chipping on windows
Cafe - Paint is peeling on exterior siding
2, 1 - Plug in air freshener is present
Heartland ISP Office 2 - Paint is peeling on siding
(G)	7 - Trim on eave is missing; sophat vent is loose
Cafe - Exterior siding has dry rot
8/Library - Siding has dry rot; interior beam cap is loose; exterior siding has hole; eave has dry rot
2 - Roof has dry rot
(H)	4 - Door slams shut
5 - Door handle is loose

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✔	

Rating Description
Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Heartland Continuation High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in February 2025.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	21-22	22-23	23-24
School			
% Students Suspended	8.3	11.5	16.8
% Students Expelled	0.0	0.0	0.0
District			
% Students Suspended	3.9	4.6	4.7
% Students Expelled	0.4	0.1	0.1
State			
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	16.8	0.0
Female	14.8	0.0
Male	18.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	17.4	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	19.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	16.4	0.0
Students with Disabilities	17.9	0.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2021-22			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	11.0	13		
Mathematics	10.0	4		
Science	11.0	3		
Social Science	12.0	8		
	2022-23			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	10.0	15		
Mathematics	13.0	2		
Science	13.0	4		
Social Science	14.0	5		
	2023-24			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	18.0	5		
Mathematics	13.0	8		
Science	18.0	3		
Social Science	18.0	4		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Dropout & Graduation Rates

Heartland Continuation High School's teachers and administrative staff practice the early identification of and

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

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

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	20-21	21-22	22-23
Dropout Rate	5.0%	14.3%	22.4%
Graduation Rate	40.0%	78.6%	77.6%
	District		
	20-21	21-22	22-23
Dropout Rate	3.9%	3.6%	8.3%
Graduation Rate	86.5%	89.5%	90.1%
	State		
	20-21	21-22	22-23
Dropout Rate	9.4%	7.8%	8.9%
Graduation Rate	83.6%	87.0%	86.4%

Graduation Rate by Student Group (Four-year Cohort Rate) (2023-24)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	38	77.6
Female	18	14	77.8
Male	31	24	77.4
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African-Amer.	--	--	--
Filipino	0	0	0.0
Hisp. or Latino	47	38	80.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	19	17	89.5
Foster Youth	--	--	--
Homeless	--	--	--
Students Receiving Migrant Ed. Services	--	--	--
Socioeconomically Disadvantaged	49	38	77.6
Students with Disabilities	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Chronic Absenteeism
The following chart identifies the chronic absenteeism rates by student group for Heartland Continuation High School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the

regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)			
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	141	100	70.9
Female	61	52	44	84.6
Male	100	89	56	62.9
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	155	137	98	71.5
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	--	--	--	0.0
English Learners	58	50	32	64.0
Foster Youth	--	--	--	0.0
Homeless	--	--	--	0.0
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	146	128	91	71.1
Students with Disabilities	28	15	14	93.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Heartland Continuation High School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Heartland Continuation High School held staff development training devoted to:

• Social Emotional Learning (SEL)
• Student Engagement
• Illuminate Testing

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

During the 2022-23, 2023-24, and 2024-25 school years, Heartland Continuation High School's teachers had the opportunity to attend the following events hosted by the Selma Unified School District:

2022-23 Training:
• Data Drive - CAASPP/ELPAC Planning / Strategies
• STAR ELA & Math Planning / Strategies

- ELD Progress Monitoring
- Intervention / Attendance / Behavior / PBIS / Positivity Project
- Mathematics
- ELA/ELD Planning / Strategies
- STAR Data Dive - Math
- STAR Data Dive - ELA

2023-24 Training:
- Kagan Training
- Math Mastery Project
- Professional Learning Communities

2024-25 Training:
- Aeries SIS Training
- DnA/Illuminate Training
- TeachTown Special Education Curriculum
- FCSS Math Training

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
9	5	5

Instructional Materials

All textbooks used in the core curriculum at Heartland Continuation High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's eight-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 24, 2024, the Selma Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #25-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Selma Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	McDougal Littell, *Holt McDougal Literature - CCSS*	0 %
2017	McGraw Hill, *Study Sync*	0 %
English Language Development		
2017	Houghton Mifflin Harcourt, *English 3D*	0 %
2012	Houghton Mifflin Harcourt, *English 3D*	0 %
2012	National Geographic, *Edge*	0 %
Foreign Languages		
2019	Houghton Mifflin Harcourt, *Avancemos (Spanish)*	0 %
History-Social Science		
2015	Cengage Learning, *The American Pageant*	0 %
2015	Houghton Mifflin Harcourt, *The Americans: Reconstruction to the 21st Century*	0 %
2015	McGraw Hill, *United States Government: Democracy in Action*	0 %
2021	MPS Bedford, Freeman & Worth, *Updated Myers' Psychology for AP*	0 %
2015	Pearson Prentice Hall, *AP Government Roots & Reform*	0 %
2015	Pearson Prentice Hall, *AP World Civilizations: The Global Experience*	0 %
2015	Pearson Prentice Hall, *The Western Heritage Since 1300 (AP European History)*	0 %
2015	Pearson Prentice Hall, *World History: The Modern Era*	0 %
2016	SAVVAS, *My World History*	0 %
Mathematics		
2018	CPM Educational Program, *California Pre-Calculus & Calculus*	0 %
2018	CPM Educational Program, *Core Connections - Integrated Math 1, 2 & 3*	0 %
2018	CPM Educational Program, *The Practice of Statistics*	0 %
2024	Desmos/Amplify Platform, *Illustrative Math*	0 %
Science		
2021	Amplify Education, Inc., *Amplify Science*	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Heartland Continuation High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

Admission Requirements for California Public Universities

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

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores;

and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Workforce Preparation
Students are encouraged to take required courses if they plan on attending a four-year college or university. Heartland Continuation High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

ROP programs are offered in partnership with the Fresno County Office of Education. A variety of ROP course are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

For more information on career technical programs and ROP, contact the high school's career center or visit the state's career technical website at www.cde.ca.gov/ci/ct/.

Professional Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	1	1.0
Community Liaison	1	1.0
Nurse	1	*
PBIS Aide	1	1.0
Psychologist	1	0.3
Social Worker	1	1.0
Speech/Language/Hearing Specialist	1	*

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

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

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

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	60.7	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	29.0	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	10.2	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
Total Teaching Positions	6.3	100.0	294.8	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	60.7	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	29.0	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	10.2	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
Total Teaching Positions	6.3	100.0	294.8	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.3	67.3	251.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	8.7	11.1	3.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	23.9	14.5	5.0	12115.8	4.4
Unknown	0.0	0.0	12.5	4.3	18854.3	6.9
Total Teaching Positions	6.5	100.0	290.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23)	Number
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	1.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.8

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	1.7
Total Out-of-Field Teachers	1.7

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.6
Total Out-of-Field Teachers	0.6

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	1.5
Total Out-of-Field Teachers	1.5

Class Assignments / Indicator (2022-23)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	23.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time of this report.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$59,228	$58,855
Mid-Range Teacher Salary	$84,539	$92,519
Highest Teacher Salary	$119,962	$114,665
Superintendent Salary	$265,032	$281,086
Average Principal Salaries:		
Elementary School	$137,046	$142,791
Middle School	$142,693	$151,078
High School	$160,789	$167,094
Percentage of Budget:		
Teacher Salaries	24.19%	30.99%
Administrative Salaries	4.57%	5.37%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student
For the 2022-23 school year, Selma Unified School District spent an average of $20,025 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Selma Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

• A-G Completion Grant
• After School Education & Safety (ASES)
• Agricultural Career Technical Education Incentive
• American Rescue Plan - Homeless Children and Youth
• Arts, Music, and Instructional Materials Discretionary Block Grant
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• Child Development
• Child Nutrition: Kitchen Infrastructure and Training Funds
• Classified School Employee Summer Assistance Program
• COVID Relief Funding
• Education Protection Account
• Educator Effectiveness
• Expanded Learning Opportunities Program
• Learning Recovery Emergency Block Grant
• Literacy Coaches & Reading Specialists Grant Program
• Lottery: Instructional Materials
• Mental Health-Related Services
• National Board for Professional Standards Certification Incentive Program
• Ongoing and Major Maintenance Account
• On-Behalf Pension Contributions
• Other Local: Locally Defined
• Other State: Locally Defined
• Special Education
• Special Education Early Intervention Preschool Grant
• State COVID Relief Funding

- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$34,307	N/A	N/A	N/A	N/A
Restricted	$5,083	N/A	N/A	N/A	N/A
Unrestricted	$29,224	$8,717	335.24	$10,771	271.33
Average Teacher Salary	$97,026	$95,894	101.18	$94,694	102.46

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Selma Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2025. Data to prepare the school facilities section were acquired in December 2024.