

Heartland Alternative School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Heartland Alternative School
Street	2269 Sylvania St.
City, State, Zip	Selma, Ca, 93662-3488
Phone Number	559-898-6670
Principal	Mr. Drew Sylvania,
Email Address	dsylvia@selmausd.org
Website	http://www.selmausd.org
County-District-School (CDS) Code	10624301036607

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

School Description and Mission Statement (School Year 2019-20)

Heartland Alternative School serves students in grades seven through twelve. The campus includes two schools: Heartland Continuation High School, and Heartland Opportunity School. Over 80 students enroll each semester at Heartland Alternative School and 17 students each semester for Heartland Opportunity School.

Heartland Opportunity School

Heartland Opportunity Program is located on the Heartland Alternative Education Center campus. Classes are offered for 7th, 8th, and 9th grade students. The Opportunity Program is offered as a self-contained class with small class sizes. The smaller class size provides students the opportunity to develop appropriate behavioral skills through more closely supervised social interaction. Our goal is to give each student an educational plan that meets his/her needs, thus making the transition to high school easier. We believe in developing a relationship of trust with each student, showing them that we have their best interest at heart. There is no 8th grade promotion ceremony at Heartland Alternative Education. Students will enter Selma High School under "social promotion."

Heartland Continuation High School

Heartland Continuation High School is a WASC accredited school that provides a small class setting characterized by an individualized educational philosophy and smaller class sizes. Classes are offered for 10th through 12th grade students. Students earn variable credits toward their high school diplomas and can be enrolled concurrently in multiple programs to attain credits.

It is the goal of Heartland Alternative Education to meet the educational needs of our students. Specifically, our goal is to help our students get back on track to either return to their comprehensive school site or continue to earn their diplomas at the alternative school. We want our students to be successful by earning and obtaining a high school diploma. In addition to preparing students for a high school diploma, Heartland Alternative Education promotes personal responsibility and provides the support students require to become educated, productive, and responsible citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	4
Grade 11	22
Grade 12	35
Total Enrollment	63

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Hispanic or Latino	95.2
White	3.2
Socioeconomically Disadvantaged	88.9
English Learners	22.2
Students with Disabilities	12.7
Homeless	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	7	324
Without Full Credential	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state-approved program, Study Sync, published by McGraw -Hill Education, as its Reading/Language Arts core curriculum in grades 6-8. Textbooks and supplemental instructional materials were purchased in 2017 for use in the 2017-2018 school year and in subsequent years. State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Holt McDougal Literature, published by McDougal Littell, in grades 9-12. Textbooks and supplemental instructional materials were purchased in 2012 for use in the 2012-2013 school year. The curricular materials are aligned to the California Common Core State Standards. In grades 9-12, Edge, published by National Geographic, is the English Language Development program. It was purchased in 2012 for use in the 2012-2013 school year and subsequent school years.</p>	Yes	0.0 %
Mathematics	<p>State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state-approved program, Core Connections - Course 2, for 7th grade and Core Connections - Course 3, for 8th grade. Both adoptions are published by CPM Educational Program. Textbooks and</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>supplemental instructional materials were purchased in 2015 for use in the 2015-2016 school year and subsequent years. State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Core Connections Integrated Math 1, published by CPM Educational Program. The curriculum is for 9th grade. The adoption was purchased in 2015 for use in the 2015-2016 school year. For grade 10, Core Connections - Integrated Math 2, published by CPM Educational Program, was purchased in 2015 for use in the 2015-2016 school year. For grade 11, Core Connections - Integrated Math 3, published by CPM Educational Program, was purchased in 2015 for use in the 2015-2016 school year. For grade 12, Practice of Statistics, 5th Edition, published by MPS-Hotlzbrinck Publishers LLC, was purchased in 2015 for use in the 2015-2016 school year and subsequent school years.</p>		
Science	<p>State-adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs Focus on Life Science for 7th grade and Focus on Physical Science for 8th grade. Both adoptions are published by McDougal-Littell. Textbooks and supplemental instructional materials were purchased in 2007 for use in the 2007-2008 school year and subsequent school years. State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the following state-approved programs:</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Earth Science, and World of Chemistry, both published by McDougal-Littell; and Biology by Pearson/Prentice-Hall. Textbooks and supplemental instructional materials were purchased in 2007 for use in the 2007-2008 school year and subsequent school years.		
History-Social Science	State-adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state-approved programs, My World History, for 7th grade and American History for 8th grade. Both adoptions are published by Pearson. Textbooks and supplemental instructional materials were purchased in 2016 for use in the 2016-2017 school year and subsequent school years. State adopted textbooks are supplied to each student at Heartland Continuation, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the following state approved programs: The Western Heritage Since 1300, Economics, and World History: The Modern Era, all published by Pearson/Prentice-Hall. In addition, the following textbooks have also been purchased: United States Government: Democracy in Action, published by McGraw Hill; and Psychology Principles in Practice and The Americans: Reconstruction to the 21st Century, both published by Houghton Mifflin. Textbooks and supplemental instructional materials were purchased in 2015 for use in the 2015-2016 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety issues included disabled audible alert on fire alarm panel.

No major facility projects are planned.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	2: cord across floor Adult ISP: cord across floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	24	44	44	50	50
Mathematics (grades 3-8 and 11)	0	0	23	24	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00	0.00	23.68
Male	23	23	100.00	0.00	26.09
Female	15	15	100.00	0.00	20.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	36	36	100.00	0.00	22.22
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	35	35	100.00	0.00	22.86
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 less, 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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00	0.00	0.00
Male	23	23	100.00	0.00	0.00
Female	15	15	100.00	0.00	0.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	36	36	100.00	0.00	0.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	35	35	100.00	0.00	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	90.48
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Heartland Continuation School believes parents play a very important role in the academic and social-emotional success of their children. Our Parent Involvement Policy seeks to provide the tools to support the parental role in student learning, both at home and at school. The school strives to design programs which build on the strengths of its population, seek opportunities to invite parent and community participation in school activities, and create partnerships between those involved in student success. These partnerships create relationships that contribute to student achievement and that respond to the unique needs of the alternative high school students and their families.

At Heartland Alternative Education Center we use a variety of strategies to connect with our parents and community. We mail home regular session newsletters which are posted on our web-site, as well as personal invitations to our Family Day, Back to School nights, College nights, and FASA applications workshops..

We offer food at these events to encourage attendance. The school maintains a web-site, which provides information regarding graduation requirements, school rules, student support programs, educational options, financial aid, and school activities. Further, parents have access to information regarding their student’s academic progress, and attendance, through the Aeries student information system. Progress reports are mailed out every three weeks. Parents participate in regular School Site Council Meetings, and ELAC meetings. When academic and/or behavioral issues are identified, Student Study Team (SST) or Student Attendance Review Team (SART) meetings are routinely held, with parents, students, counselor, and teacher(s), to develop a plan for improving student attendance or academic progress.

Heartland Alternative Education Center students can volunteer for community service with the City of Selma, local elementary schools, and many other organizations. Parents who wish to become a volunteer or participate in Heartland Educational Center school committees or activities may contact Drew Sylvia, Director, at the school’s office at (559) 898-6670, by email atdsylvia@selmausd.org, or visit the school’s website at <https://www.selmausd.org>

For additional information about organized opportunities for parent involvement at Heartland Alternative Educational Center, please contact Drew Sylvia at 559- 898-6670.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	3.8	3.2	4.7	5.2	3.2	9.7	9.1	9.6
Graduation Rate	100	46.2	54.8	94.5	83.9	88.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	24.4	11.8	9.7	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	3.8	3.5	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Heartland Alternative educational center Safety Plan was implemented, reviewed, and revised by the School Site Safety Committee and School Site Council, which was comprised of teachers, site administrators, parents, and law enforcement. The Safety Plan is revised and updated annually.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, including a comprehensive crisis plan. Disaster drills are conducted monthly, and earthquake and lock down/intruder drills are conducted once a year. In addition to the plan, we have installed a school-wide public address system that can activate special alarms in case of an emergency at the push of a button. Parents and other visitors also use our visitor management system that will flag office staff and administration if someone is a registered sex offender in any of the 50 states. The site has also updated our video surveillance system along with electronic locks to buzz visitors in and out the building.

To ensure student safety, staff and administration supervise students at all times: before and after school and during breaks and lunch. All visitors are only able to access the facility through the main office, and they must obtain and wear the proper identification badge at all times.

Date of Last Review/Update: October 2019 Date

Last Reviewed with Staff: October, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	10	16			11	15			10	15		
Mathematics	10	5			13	4			11	5		
Science	13	3			12	3			11	4		
Social Science	8	13			14	8			13	8		

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	33689	2620	31069	88811
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	102.5	9.8
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	122.2	12.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs and Supplemental Services include: seasonal sports teams; online courses; the use of mobile devices; computer lab activities; and supplemental test Taking strategies for PSAT /SAT for all students (offered after-school).

Enrichment services include: student art classes and participation in Fresno-based art Functions; opportunities to write and publish books; trips to Job Corp and Colleges such as Fresno State, UC Santa Cruz, UC Merced, and local community colleges.

Students participate in the selection of books for our campus library and meet with local authors.

Heartland Alternative Educational Center receives Title I funds. Title I funding provides instructional coaching support for improvements in classroom instruction and support to English Learner support. These funds are also used for additional teacher and paraprofessional support for students that are 'at-risk' in areas of Reading and Math.

The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing academic and/or behavioral interventions. Mental Health Clinicians, Counselors, a Library instructional teacher.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$49,084
Mid-Range Teacher Salary	\$	\$76,091
Highest Teacher Salary	\$	\$95,728
Average Principal Salary (Elementary)	\$	\$118,990
Average Principal Salary (Middle)	\$	\$125,674
Average Principal Salary (High)	\$	\$137,589
Superintendent Salary	\$	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).