

Heritage Peak Charter 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 | Heritage Peak Charter School |
| Street | 631 L St. |
| City, State, Zip | Rio Linda, CA 95673-3718 |
| Phone Number | (866) 992-9033 |
| Principal | Scott Stack |
| Email Address | scott.stack@pacificcharters.org |
| Website | www.pacificcharters.org |
| County-District-School (CDS) Code | 34765050108415 |

| Entity | Contact Information |
|-----------------------|----------------------------------|
| District Name | Heritage Peak Charter School |
| Phone Number | (916) 566-1600 |
| Superintendent | Dr. Steven Martinez |
| Email Address | steve.martinez@twinriversusd.org |
| Website | www.twinriversusd.org |

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

Heritage Peak Charter School (HPCS), in its 14th year operates a college preparatory public charter school. The school was founded by Pacific Charter Institute (PCI), a non-profit 501(c) 3 public benefit corporation, incorporated in 2004. Currently, Pacific Charter Institute's Board of Directors governs four public charter schools serving a total of over 3,000 students in the Greater Sacramento Area.

HPCS utilizes an Independent Study/Home school model which offers a personalized learning method of instruction for all students in grades TK-12. Every HPCS student has access to one-to-one teaching through student-tailored, standards based curriculum. Heritage Peak was founded on the core principle that education works best when it is tailored to student's individual strengths and specific needs. HPCS works cooperatively with students, parents, and the community at large to develop each student to his or her greatest potential. HPCS leverages the characteristics of the independent study model to allow teachers the flexibility to tailor student learning paths to meet the unique educational goals of each student.

The vision and mission of HPCS clearly align with specific student needs, are based on current educational research, and support the belief that all students can achieve the highest academic standards.

Vision

Developing self-motivated educated individuals in the Sacramento region who will spread the wealth of knowledge worldwide in a meaningful way.

Mission

Heritage Peak Charter School empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating self-motivated responsible citizens, critical problem-solvers, and lifelong learners.

At the root of HPCS's vision and mission is the Academic Triangle, which establishes at its base the parent and teacher roles, both supporting the student at the apex. The image indicates the inter-related relationship between the student, parent/educator, and teacher. The geometry of the image provides proof that all three elements are necessary for success. The teacher develops, guides or provides curricular and instructional supports to the parent/educator and student. The parent provides additional daily instruction and support to the student. The student engages in the curriculum through the learning model, utilizes the support structure, and maximizes their individual educational goals and objectives. This includes students who are socioeconomically disadvantaged, English learners, foster/homeless youth, credit deficient or are academically challenged. As indicated in the Vision and Mission statements, HPCS is committed to producing self-motivated students who develop an appreciation for life-long learning.

Both the Mission and Vision statements present clear expectations that students become active participants in their own education, as well as the process of preparing for their future. The strength of the Academic Triangle lies in its essential ability to support students who may not present to HPCS with adequate or sufficient academic stamina or self-motivation at the time of enrollment. The teacher and parent take on the greater support role until the student establishes the habits and practice of academic success. HPCS further commits to individualized learning paths as evidenced by the variety of curricular options and choices afforded to the student and family designed to match student ability and interests.

HPCS works diligently to strive for high academic results for every student by regularly reviewing student educational data to determine student need and alignment of student learning with our vision and mission statements. Professional development is identified and organized as a result of the review of student educational data. The Board of Directors also reviews these data and approves policies that support school-wide learner outcomes.

Academic standards are central to school-wide learner outcomes. HPCS implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all students. Additionally, HPCS utilizes a wide variety of online support programs that are aligned to Common Core Standards, as well as California specific standards.

Accreditation

HPCS is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2021 and is an active member in California Charter Schools Association, Charter School Development Center and A Plus+.

Goals

The following strategic focuses align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity and development of programs to meet all students academic needs.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 75 |
| Grade 1 | 60 |
| Grade 2 | 94 |
| Grade 3 | 55 |
| Grade 4 | 59 |
| Grade 5 | 58 |
| Grade 6 | 75 |
| Grade 7 | 84 |
| Grade 8 | 90 |
| Grade 9 | 89 |
| Grade 10 | 95 |
| Grade 11 | 96 |
| Grade 12 | 107 |
| Total Enrollment | 1,037 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.3 |
| American Indian or Alaska Native | 1.4 |
| Asian | 3.2 |
| Filipino | 2.8 |
| Hispanic or Latino | 23.3 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 55.1 |
| Two or More Races | 4.9 |
| Socioeconomically Disadvantaged | 51.1 |
| English Learners | 6.7 |
| Students with Disabilities | 13.5 |
| Foster Youth | 0.1 |
| Homeless | 1.9 |

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 | 54 | 57 | 53 | |
| Without Full Credential | 0 | 1 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

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 2020

All textbooks and instructional materials for the core subjects were selected from the most recent list of standards-based materials adopted by the State Board of Education or in conjunction with the Sacramento County Office of Education.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| Reading/Language Arts | Study Sync (McGraw -Hill Education) 2016 Journeys Houghton-Mifflin 2016 | Yes | 0% |
| Mathematics | Houghton-Mifflin Integrated Math Seires 2016, Math in Focus 2016, Go Math! 2016 | Yes | 0% |
| Science | Glencoe/Holt/ 2013/Chevron PLTW (K-12th)Annually, Carolina 3-D K-5 | Yes | 0% |
| History-Social Science | Glencoe/Holt/ 2010 | Yes | 0% |
| Foreign Language | PLATO 2016/Rosetta Stone (Annually)/Glencoe (9-12th) 2012 | Yes | 0% |
| Health | Glencoe 2010/PLATO(2016) | Yes | 0% |
| Visual and Performing Arts | Plato Fine Arts | No | n/a |
| Science Laboratory Equipment (grades 9-12) | PLTW (9-12th) Annually | No | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our primary facility is located at 631 L St. in Rio Linda California. This site is shared, owned, and maintained by the Twin Rivers School District. Additionally, HPCS leases facilities to support our programs in West Sacramento and Vacaville from private entities. Repair requests for our primary facility are processed through the Twin Rivers School District Maintenance Department. TRUSD also provides outside maintenance and upkeep at our primary facility. Landlords/owners of the facilities for our West Sacramento and Vacaville sites provide support and repairs in accordance with the lease agreement. For service repairs that fall outside of the lease agreement, HPCS uses qualified repair service providers.

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: Jan, 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| 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) | 38 | 35 | 36 | 38 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 19 | 21 | 27 | 29 | 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 | 553 | 540 | 97.65 | 2.35 | 35.33 |
| Male | 277 | 272 | 98.19 | 1.81 | 32.96 |
| Female | 276 | 268 | 97.10 | 2.90 | 37.74 |
| Black or African American | 38 | 38 | 100.00 | 0.00 | 36.84 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 19 | 100.00 | 0.00 | 31.58 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 155 | 152 | 98.06 | 1.94 | 25.68 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 289 | 279 | 96.54 | 3.46 | 40.86 |
| Two or More Races | 32 | 32 | 100.00 | 0.00 | 25.00 |
| Socioeconomically Disadvantaged | 285 | 276 | 96.84 | 3.16 | 26.64 |
| English Learners | 71 | 71 | 100.00 | 0.00 | 15.49 |
| Students with Disabilities | 68 | 67 | 98.53 | 1.47 | 9.23 |
| 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 | 553 | 540 | 97.65 | 2.35 | 21.23 |
| Male | 277 | 272 | 98.19 | 1.81 | 23.62 |
| Female | 276 | 268 | 97.10 | 2.90 | 18.80 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Black or African American | 38 | 38 | 100.00 | 0.00 | 13.16 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 19 | 100.00 | 0.00 | 21.05 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 33.33 |
| Hispanic or Latino | 155 | 152 | 98.06 | 1.94 | 11.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 289 | 279 | 96.54 | 3.46 | 27.96 |
| Two or More Races | 32 | 32 | 100.00 | 0.00 | 18.75 |
| Socioeconomically Disadvantaged | 285 | 276 | 96.84 | 3.16 | 13.77 |
| English Learners | 71 | 71 | 100.00 | 0.00 | 8.45 |
| Students with Disabilities | 68 | 67 | 98.53 | 1.47 | 6.06 |
| 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)

In the 2018-19 school year, all HPCS students interested in taking CTE courses had access to local programs through their county R.O.P. offices as well as multiple in-house, board approved programs offered at all our Heritage Peak Learning Centers. Our students completed over 90 community college classes under dual enrollment agreements and 87 total students in grades 9-12 completed a CTE pathway course. All students in EKG and Medical Assisting met the required number of classroom hours and were eligible to participate in an externship and to take the National Certification Exam (NCCT) to receive their certificate. The industries students completed Certificates in were EKG Technician, Medical Assisting, Medical Terminology, Career Exploration, Child Development, Professional Communications, and Graphic Design and Illustration.

Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 192 |
| 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 | 4.3 |

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 | 28.9 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 8.18 |

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 | 18.5 | 24.1 | 24.1 |
| 7 | 27.0 | 20.2 | 10.1 |
| 9 | 17.9 | 16.7 | 22.6 |

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)

Heritage Peak Charter uses a range of methods to provide and seek input from parents in regards to developing our academic programs, Local Control Accountability Plans and our effort to assist a parent's ability to be their students primary educator.

The Academic Triangle © is a powerful and unique feature to Heritage Peak Charter in which the three major stakeholders; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Academic Triangle © is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff will have cellular phones and email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher reinforces the one-on-one connection with the teacher that the Academic Triangle © is modeled after.

The use of a Site Council as well as learning centers having individual parent advisory councils that meet regularly, increase the opportunities for collaboration with parents to be actively involved in the decision making process of students learning and our programs associated to student learning.

Our Academic Counseling team holds annual parent academic and financial planning nights to review college-career planning, scholarship opportunities and financial assistance opportunities.

Bi-Yearly EL Parent meetings are scheduled to assist parents with understanding current language status for those students with various 'EL' designations. Post-secondary options, scholarship information and academic progress is reviewed with all attending parents.

Parents and students are surveyed annually to determine their satisfaction with Heritage Peak Charter. This reflective survey is used annually to assist the school in making and aligning program modifications to better serve our students. The faculty, administration, and the board review the results of the surveys to determine how Heritage Peak Charter compares to other schools in the region. We now use this critical information in developing and aligning our Local Control Accountability Plan in accordance with the Local Control Funding Formula that is required of the state in assuring that our 8 Basic State Priorities are addressed, implemented and revisited annually.

As primary educators, our parents are often academically engaged through their daily activities with their children. These interactions also include opportunities with clubs and events at the school site, or academic-focused field trips. These activities are often directed by the parents in coordination with instructional faculty at Heritage Peak.

Overall, we highly value our parents and outside stakeholders and work diligently to make parents an essential part of the success of our program.

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 | 11.9 | 7.4 | 10.9 | 8.5 | 23.4 | 28.3 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 79.1 | 90.3 | 85.3 | 84.3 | 59.7 | 61.3 | 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 | 0.0 | 0.0 | 0.0 | 7.1 | 6.9 | 6.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Heritage Peak Charter School safety plan is developed in collaboration with the school's insurance company for best practices. All learning centers have local safety plans that comply with expectations by the state of California and inspected by the insurance carrier for the school. Safety plans for each learning center include but are not limited to sign in and out for guests and students, restricted access to facilities, Earthquake, Stranger/Suspicious person, egress plan for fire and emergencies, lock down plans, chemical accident, and fire and bomb threat.*

*All Site Safety plans were updated during Spring 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 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 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 15 | 85 | 22 | 1 | 19 | 56 | 58 | 1 | 19 | 65 | 70 | 2 |
| 4 | 1 | 7 | | | 1 | 2 | | | | | | |
| 5 | | | | | 3 | 10 | | | 1 | 5 | | |
| 6 | 5 | 10 | | | 1 | 5 | | | 3 | 12 | | |
| Other** | 18 | 9 | 9 | | 13 | 12 | | | 11 | 2 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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 | 5 | 142 | 2 | 1 | 4 | 141 | | | 4 | 154 | 1 | |
| Mathematics | 5 | 113 | 5 | 3 | 4 | 118 | 1 | 1 | 4 | 127 | 2 | 1 |
| Science | 4 | 109 | 1 | 2 | 4 | 99 | 1 | 1 | 4 | 102 | 1 | 1 |
| Social Science | 5 | 167 | | | 4 | 142 | | | 3 | 175 | 1 | |

*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* | 345.7 |

*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) | 3.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.1 |
| Social Worker | |
| Nurse | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Speech/Language/Hearing Specialist | .1 |
| Resource Specialist (non-teaching) | 4.6 |
| Other | 2.8 |

*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 | \$9,766.00 | \$1,785.00 | \$7,981.00 | \$59,820.74 |
| District | N/A | N/A | N/A | \$76,166.00 |
| Percent Difference - School Site and District | N/A | N/A | N/A | -24.0 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | 6.1 | -31.8 |

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)

Heritage Peak Charter School's goal is to provide quality instruction for all students. Teacher and administrative training has focused on 'Best Practice's' Instruction techniques for all staff members. In addition to improving instructional practice, staff development has also focused on developing an understanding with lesson planning associated to specific contents and Common Core State Standards. This includes textbook adoptions for Math and program shifts for our English Language Arts. Our school offers tutoring supports to all students with the availability of additional tech lab times. Our school provides on-line and direct instruction.

HPCS supports students that are identified as needing Special Education, Language supports or additional interventions to ensure success academically and socio-behaviorally.

Heritage Peak Charter School receives state and federal funding to provide additional services for our students. Our method of funding is in transition. The 2018-19 budget now utilizes the new Local Control Funding Formula model. Heritage Peak Charter School will continue to utilize all available funding it receives to help our students achieve academic success. Those students that are identified as Title 1 or designated as Limited English Proficient receive a variety of instructional supports that include 1-1, small group instruction and tutoring. Federal or State revenues associated to these students have a specific budget coupled to academic supports. All budgets and academic plans are reviewed and must meet approval of the school's site council.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,224 | \$48,612 |
| Mid-Range Teacher Salary | \$70,945 | \$74,676 |
| Highest Teacher Salary | \$97,783 | \$99,791 |
| Average Principal Salary (Elementary) | \$115,561 | \$125,830 |
| Average Principal Salary (Middle) | \$121,781 | \$131,167 |
| Average Principal Salary (High) | \$128,904 | \$144,822 |
| Superintendent Salary | \$304,312 | \$275,796 |
| Percent of Budget for Teacher Salaries | 34% | 34% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

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 | 4 | 7 |

Heritage Peak Charter School conducts 2 days of in-service training at the beginning of each school year. However, an ongoing Professional development plan is in place for our staff based on a three-tiered model. District Wide, Site-Wide and Individual growth model. This allows our instructional staff to achieve competency in multiple paths. Current LCAP plans dedicate Professional Development to the following areas: ELA, EL, Math, Science, Teacher Induction and Career Tech and College Readiness.

In addition to program planning aligned to Local Control Accountability Planning, the following are also provided to staff based on instructional content or specific personnel based on job requirements, focused on professional growth to support advanced student achievement:

- Annual Mandated Training (Ex. Mandated Reporting, CPR)
- Technology and Productivity (Ex. PowerSchool University, Cal-Pads, U-C Doorways, CASSPP, MSOffice 365)
- Annual Conferences that support School Mission and Vision (Ex. California Charter Schools Association, Charter Schools Development Center, California Educators Technology Association, State or National Title 1 Conference, National Association for Foster-Homeless Youth, NWEA Fusion)
- Curriculum (New Adoptions Training)

Additionally, all HPCS staff members participate in twice monthly PD sessions designed to support student academic performance, advance learning outcomes, and discuss and share best practices for teaching our unique student population.

Finally, Heritage Peak Charter School participates annually in an internal all staff professional development day held by Pacific Charter Institute.