

# **Heritage Peak Charter School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

In its 15th year, Heritage Peak Charter School (HPCS) 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, 2022 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	69
Grade 1	73
Grade 2	58
Grade 3	100
Grade 4	65
Grade 5	62
Grade 6	70
Grade 7	77
Grade 8	101
Grade 9	96
Grade 10	93
Grade 11	106
Grade 12	107
<b>Total Enrollment</b>	<b>1,077</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	6.9
American Indian or Alaska Native	1.5
Asian	2.9
Filipino	2
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.3
White	56.7
Two or More Races	5.2
Socioeconomically Disadvantaged	50.3
English Learners	6.5
Students with Disabilities	13.3
Foster Youth	0.1
Homeless	2.7

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	57	53	66	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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	McGraw-Hill Education 2020	Yes	0%
Foreign Language	PLATO 2016/Rosetta Stone (Annually)/Glencoe (9-12th) 2012	Yes	0%
Health	McGraw-Hill Education (2020)/PLATO(2016)	Yes	0%
Visual and Performing Arts	Plato Fine Arts	No	n/a

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	PLTW (9-12th) Annually	No	0%

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

## School Facility Conditions and Planned Improvements

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.

After the Governor's Executive Order for shelter in place, issued March, 2020, our resource centers have not been available for classes or student meetings. As an independent study model, all our classes and student meetings shifted to virtual platforms (ZOOM and MSTeams). As such, a more recent FIT report is not available. Conditions identified in the most recent (1/14/2020) report should be assumed to be reflective of current conditions.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 1/14/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Poor	Room 12: D= Clock wires hanging out of the wall (old clock missing). D= too much pressure sink Room 13: D= Wires hanging from the wall (old clock missing). Non hazardous. Room 9: D= wires hanging from the wall (old clock missing). Non hazardous.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 10: D= sink has low pressure Room 12: D= Clock wires hanging out of the wall (old clock missing). D= too much pressure sink
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	35	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

In the 2020-2021 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. Fifty-nine students completed over 174 community college classes under dual enrollment agreements and 144 total students in grades 9-12 completed a CTE pathway course. All students (20) 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. Additionally, 124 students earned industry certification in ten unique titles in the iCEV program (e.g., Child Development, Professional Communications, and Graphic Design and Illustration and more).

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	195
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.8

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	95.02
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Heritage Peak Charter uses a range of methods to provide and seek input from parents in regards to developing our academic programs, Learning Continuity and Attendance Plan, Local Control Accountability Plan, School Plan for Student Achievement as well as 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 have cellular phones and email access with the expectation that they return all calls and emails within 24 hours or one business day to their students and families. This availability of each teacher reinforces the one-on-one connection and strengthens the relationship with the teacher, student, and family 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 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 at least 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, more so during the COVID-19 pandemic and shelter in place orders. These interactions also include opportunities with virtual clubs and events 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 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
<b>Dropout Rate</b>	7.4	10.9	5.1	23.4	28.3	21.9	9.1	9.6	9
<b>Graduation Rate</b>	90.3	85.3	92.3	59.7	61.3	69.7	82.7	83	84.5

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	6.9	6.1	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.1	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0	2,894	2.5
<b>Expulsions</b>	0	N/A	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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. Additionally, HPCS has worked to develop and update our School Safety Plans for procedures and safeguards relating to COVID-19, including updated cleaning protocols, omni-directional traffic patterns, wellness checks prior to gaining access to learning centers, sanitation stations throughout the buildings, and an employee tracking app.\*

\*All Site Safety plans were updated during Spring 2020, COVID updates are continually updated based on most current research and guidance from various health and governing agencies.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	19	56	58	1	19	65	70	2	2	231		
1									3	174		
2									2	144		
3									3	192		
4	1	2							3	144		
5	3	10			1	5			2	173		
6	1	5			3	12			2	195		
Other**	13	12			11	2			4	4		

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	4	141			4	154	1		3	165		
Mathematics	4	118	1	1	4	127	2	1	3	133	1	1
Science	4	99	1	1	4	102	1	1	3	129	2	
Social Science	4	142			3	175	1		3	206		

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	179.5

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	0.4
Other	3.8

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,287	\$1,947	\$9,341	\$51,840
District	N/A	N/A	N/A	\$78,115
Percent Difference - School Site and District	N/A	N/A	N/A	-40.4
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	18.6	-46.3

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

## Types of Services Funded (Fiscal Year 2019-2020)

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. The 2020-21 budget utilizes the 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, additional curricular supports 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,168	\$50,029
Mid-Range Teacher Salary	\$72,364	\$77,680
Highest Teacher Salary	\$99,739	\$102,143
Average Principal Salary (Elementary)	\$117,874	\$128,526
Average Principal Salary (Middle)	\$124,217	\$133,574
Average Principal Salary (High)	\$131,482	\$147,006
Superintendent Salary	\$313,441	\$284,736
Percent of Budget for Teacher Salaries	31.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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 2019-2020)

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		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	7	10

Heritage Peak Charter School adjusted the previous model of conducting 2 days of in-service training at the beginning of each school year as a result of the COVID-19 social-distancing restrictions. 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 (District-wide Writing Improvement Initiative, 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 participated in an internal all staff professional development day held by Pacific Charter Institute for school year 2019-2020, however this event was cancelled for school year 2020-2021 due to the COVID-19 pandemic.