

# Heritage Peak Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2016-17)**

| <b>School Contact Information</b> |  |
|-----------------------------------|--|
| <b>School Name</b>                | Heritage Peak Charter School   |
| <b>Street</b>                     | 6450 20th St.  |
| <b>City, State, Zip</b>           | Rio Linda, CA 95673-3718   |
| <b>Phone Number</b>               | (866) 992-9033   |
| <b>Principal</b>                  | Kevin Taylor   |
| <b>E-mail Address</b>             | ktaylor@heritagepeak.org   |
| <b>Web Site</b>                   | <a href="http://www.pacificcharters.org">www.pacificcharters.org</a> |
| <b>CDS Code</b>                   | 34765050108415   |

| <b>District Contact Information</b> |                                  |
|-------------------------------------|----------------------------------|
| <b>District Name</b>                | Twin Rivers Unified              |
| <b>Phone Number</b>                 | (916) 566-1600                   |
| <b>Superintendent</b>               | Dr. Steven Martinez              |
| <b>E-mail Address</b>               | steve.martinez@twinriversusd.org |
| <b>Web Site</b>                     | www.twinriversusd.org            |

### School Description and Mission Statement (School Year 2016-17)

Heritage Peak Charter School (HPCS) is an 11-year old college preparatory public charter that uses an Independent Study/Home school method of instruction for grades K-12.

#### Vision

Developing 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, creating responsible citizens, critical problem-solvers, and lifelong learners.

#### Accreditation

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

#### 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 2015-16)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 62                        |
| <b>Grade 1</b>          | 41                        |
| <b>Grade 2</b>          | 50                        |
| <b>Grade 3</b>          | 50                        |
| <b>Grade 4</b>          | 61                        |
| <b>Grade 5</b>          | 58                        |
| <b>Grade 6</b>          | 54                        |
| <b>Grade 7</b>          | 83                        |
| <b>Grade 8</b>          | 102                       |
| <b>Grade 9</b>          | 113                       |
| <b>Grade 10</b>         | 151                       |
| <b>Grade 11</b>         | 153                       |
| <b>Grade 12</b>         | 191                       |
| <b>Total Enrollment</b> | 1,169                     |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 9.8                         |
| American Indian or Alaska Native    | 1.6                         |
| Asian                               | 3.3                         |
| Filipino                            | 1.7                         |
| Hispanic or Latino                  | 24.1                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 52.7                        |
| Two or More Races                   | 5.6                         |
| Socioeconomically Disadvantaged     | 61.3                        |
| English Learners                    | 8.9                         |
| Students with Disabilities          | 11.8                        |
| Foster Youth                        | 0.7                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential   | 76      | 74      | 76      | 76       |
| Without Full Credential  | 0       | 0       | 8       | 8        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 2       | 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 98.1   | 2.9                                     |
| All Schools in District          | 98.1   | 2.9                                     |
| High-Poverty Schools in District | 98.1   | 2.9                                     |
| Low-Poverty Schools in District  | 98.1   | 2.9                                     |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2016

| Subject                                    | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|---|----------------------------|---|
| Reading/Language Arts                      | McGraw-Hill 2016 (6-12th grade)/Hampton Brown (9-12th) 2006 | Yes                        | 0%  |
| Mathematics                                | HMH (3rd-8th) 2015/ Holt (9-12th)2015/PLATO (9-12th) 2015   | Yes                        | 0%  |
| Science                                    | Glencoe/Holt/ 2013/Chevron PLTW (K-12th)Annually            | 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                 | N/A   | No                         | n/a   |
| Science Laboratory Equipment (grades 9-12) | PLTW (9-12th) Annually                                      | No                         | 0%  |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)             |               |      |      |  |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: N/A                 |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | X             |      | X    | HVAC Units at Rio Linda Site are very old and thus require constant maintenance to ensure heating or air conditioning. |
| <b>Interior:</b> Interior Surfaces                                | X             |      |      |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |  |
| <b>Electrical:</b> Electrical                                     | X             |      |      |  |

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |   |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: N/A                       |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|   | Good          | Fair | Poor |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                             |               | X    |      | A fire that permeated 2 classrooms at the Rio Linda Site is still in repair and expected to be completed Spring of 2017 |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: N/A |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating                                    | Exemplary | Good | Fair | Poor |
|   |           |      | X    |      |

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject                               | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |         |          |         |         |         |
|---------------------------------------|--|---------|----------|---------|---------|---------|
|                                       | School   |         | District |         | State   |         |
|                                       | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>English Language Arts/Literacy</b> | 32   | 37      | 28       | 31      | 44      | 48      |
| <b>Mathematics</b>                    | 19   | 24      | 23       | 25      | 34      | 36      |

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.

**CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group                           | Grade     | Number of Students |        | Percent of Students |                          |
|---|-----------|--------------------|--------|---------------------|--------------------------|
|   |           | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>All Students</b>                     | <b>3</b>  | 51                 | 46     | 90.2                | 34.1                     |
|   | <b>4</b>  | 67                 | 63     | 94.0                | 27.0                     |
|   | <b>5</b>  | 67                 | 67     | 100.0               | 40.6                     |
|   | <b>6</b>  | 55                 | 53     | 96.4                | 30.2                     |
|   | <b>7</b>  | 88                 | 87     | 98.9                | 32.2                     |
|   | <b>8</b>  | 101                | 98     | 97.0                | 35.7                     |
|   | <b>11</b> | 164                | 155    | 94.5                | 46.8                     |
| <b>Male</b>                             | <b>3</b>  | 22                 | 18     | 81.8                | 35.3                     |
|   | <b>4</b>  | 35                 | 33     | 94.3                | 21.2                     |
|   | <b>5</b>  | 36                 | 36     | 100.0               | 29.4                     |
|   | <b>6</b>  | 27                 | 25     | 92.6                | 20.0                     |
|   | <b>7</b>  | 50                 | 49     | 98.0                | 30.6                     |
|   | <b>8</b>  | 48                 | 45     | 93.8                | 24.4                     |
|   | <b>11</b> | 75                 | 68     | 90.7                | 50.0                     |
| <b>Female</b>                           | <b>3</b>  | 29                 | 28     | 96.5                | 33.3                     |
|   | <b>4</b>  | 32                 | 30     | 93.8                | 33.3                     |
|   | <b>5</b>  | 31                 | 31     | 100.0               | 53.3                     |
|   | <b>6</b>  | 28                 | 28     | 100.0               | 39.3                     |
|   | <b>7</b>  | 38                 | 38     | 100.0               | 34.2                     |
|   | <b>8</b>  | 53                 | 53     | 100.0               | 45.3                     |
|   | <b>11</b> | 89                 | 87     | 97.8                | 44.2                     |
| <b>Black or African American</b>        | <b>3</b>  | --                 | --     | --                  | --                       |
|   | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |
|   | <b>7</b>  | --                 | --     | --                  | --                       |
|   | <b>8</b>  | --                 | --     | --                  | --                       |
|   | <b>11</b> | 16                 | 15     | 93.8                | 20.0                     |
| <b>American Indian or Alaska Native</b> | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |
|   | <b>7</b>  | --                 | --     | --                  | --                       |
|   | <b>8</b>  | --                 | --     | --                  | --                       |
|   | <b>11</b> | --                 | --     | --                  | --                       |
| <b>Asian</b>                            | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Filipino                            | 3     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Hispanic or Latino                  | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | 19                 | 18     | 94.7                | 16.7                     |
|                                     | 5     | 15                 | 15     | 100.0               | 23.1                     |
|                                     | 6     | 11                 | 11     | 100.0               | 45.5                     |
|                                     | 7     | 20                 | 20     | 100.0               | 25.0                     |
|                                     | 8     | 22                 | 22     | 100.0               | 40.9                     |
|                                     | 11    | 52                 | 47     | 90.4                | 21.3                     |
| Native Hawaiian or Pacific Islander | 7     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| White                               | 3     | 29                 | 25     | 86.2                | 44.0                     |
|                                     | 4     | 33                 | 30     | 90.9                | 30.0                     |
|                                     | 5     | 35                 | 35     | 100.0               | 52.9                     |
|                                     | 6     | 29                 | 28     | 96.5                | 25.0                     |
|                                     | 7     | 47                 | 47     | 100.0               | 38.3                     |
|                                     | 8     | 60                 | 57     | 95.0                | 28.1                     |
|                                     | 11    | 79                 | 76     | 96.2                | 66.7                     |
| Two or More Races                   | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 3     | 23                 | 20     | 87.0                | 36.8                     |
|                                     | 4     | 34                 | 31     | 91.2                | 19.4                     |
|                                     | 5     | 30                 | 30     | 100.0               | 23.3                     |
|                                     | 6     | 25                 | 24     | 96.0                | 20.8                     |
|                                     | 7     | 48                 | 47     | 97.9                | 25.5                     |
|                                     | 8     | 62                 | 62     | 100.0               | 38.7                     |
|                                     | 11    | 112                | 105    | 93.8                | 37.1                     |

| Student Group                     | Grade     | Number of Students |        | Percent of Students |                          |
|-----------------------------------|-----------|--------------------|--------|---------------------|--------------------------|
|                                   |           | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>English Learners</b>           | <b>3</b>  | --                 | --     | --                  | --                       |
|                                   | <b>4</b>  | --                 | --     | --                  | --                       |
|                                   | <b>5</b>  | --                 | --     | --                  | --                       |
|                                   | <b>6</b>  | --                 | --     | --                  | --                       |
|                                   | <b>7</b>  | --                 | --     | --                  | --                       |
|                                   | <b>8</b>  | --                 | --     | --                  | --                       |
|                                   | <b>11</b> | 14                 | 13     | 92.9                |                          |
| <b>Students with Disabilities</b> | <b>3</b>  | --                 | --     | --                  | --                       |
|                                   | <b>4</b>  | --                 | --     | --                  | --                       |
|                                   | <b>5</b>  | 15                 | 15     | 100.0               |                          |
|                                   | <b>6</b>  | 11                 | 10     | 90.9                |                          |
|                                   | <b>7</b>  | 15                 | 14     | 93.3                |                          |
|                                   | <b>8</b>  | 16                 | 15     | 93.8                |                          |
|                                   | <b>11</b> | 22                 | 20     | 90.9                | 25.0                     |
| <b>Foster Youth</b>               | <b>3</b>  | --                 | --     | --                  | --                       |
|                                   | <b>4</b>  | --                 | --     | --                  | --                       |
|                                   | <b>5</b>  | --                 | --     | --                  | --                       |
|                                   | <b>6</b>  | --                 | --     | --                  | --                       |
|                                   | <b>7</b>  | --                 | --     | --                  | --                       |
|                                   | <b>8</b>  | --                 | --     | --                  | --                       |
|                                   | <b>11</b> | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

| Student Group                           | Grade     | Number of Students |        | Percent of Students |                          |
|---|-----------|--------------------|--------|---------------------|--------------------------|
|   |           | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>All Students</b>                     | <b>3</b>  | 51                 | 47     | 92.2                | 44.4                     |
|   | <b>4</b>  | 67                 | 63     | 94.0                | 17.5                     |
|   | <b>5</b>  | 67                 | 67     | 100.0               | 19.7                     |
|   | <b>6</b>  | 55                 | 53     | 96.4                | 13.5                     |
|   | <b>7</b>  | 88                 | 87     | 98.9                | 28.7                     |
|   | <b>8</b>  | 101                | 98     | 97.0                | 27.8                     |
|   | <b>11</b> | 164                | 155    | 94.5                | 20.1                     |
| <b>Male</b>                             | <b>3</b>  | 22                 | 19     | 86.4                | 55.6                     |
|   | <b>4</b>  | 35                 | 33     | 94.3                | 21.2                     |
|   | <b>5</b>  | 36                 | 36     | 100.0               | 11.4                     |
|   | <b>6</b>  | 27                 | 25     | 92.6                | 12.5                     |
|   | <b>7</b>  | 50                 | 49     | 98.0                | 30.6                     |
|   | <b>8</b>  | 48                 | 45     | 93.8                | 25.0                     |
|   | <b>11</b> | 75                 | 68     | 90.7                | 29.9                     |
| <b>Female</b>                           | <b>3</b>  | 29                 | 28     | 96.5                | 37.0                     |
|   | <b>4</b>  | 32                 | 30     | 93.8                | 13.3                     |
|   | <b>5</b>  | 31                 | 31     | 100.0               | 29.0                     |
|   | <b>6</b>  | 28                 | 28     | 100.0               | 14.3                     |
|   | <b>7</b>  | 38                 | 38     | 100.0               | 26.3                     |
|   | <b>8</b>  | 53                 | 53     | 100.0               | 30.2                     |
|   | <b>11</b> | 89                 | 87     | 97.8                | 12.6                     |
| <b>Black or African American</b>        | <b>3</b>  | --                 | --     | --                  | --                       |
|   | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |
|   | <b>7</b>  | --                 | --     | --                  | --                       |
|   | <b>8</b>  | --                 | --     | --                  | --                       |
|   | <b>11</b> | 16                 | 15     | 93.8                | 14.3                     |
| <b>American Indian or Alaska Native</b> | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |
|   | <b>7</b>  | --                 | --     | --                  | --                       |
|   | <b>8</b>  | --                 | --     | --                  | --                       |
|   | <b>11</b> | --                 | --     | --                  | --                       |
| <b>Asian</b>                            | <b>4</b>  | --                 | --     | --                  | --                       |
|   | <b>5</b>  | --                 | --     | --                  | --                       |
|   | <b>6</b>  | --                 | --     | --                  | --                       |

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Filipino                            | 3     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Hispanic or Latino                  | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | 19                 | 18     | 94.7                | 11.1                     |
|                                     | 5     | 15                 | 15     | 100.0               |                          |
|                                     | 6     | 11                 | 11     | 100.0               | 9.1                      |
|                                     | 7     | 20                 | 20     | 100.0               | 15.0                     |
|                                     | 8     | 22                 | 22     | 100.0               | 33.3                     |
|                                     | 11    | 52                 | 47     | 90.4                | 10.6                     |
| Native Hawaiian or Pacific Islander | 7     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| White                               | 3     | 29                 | 26     | 89.7                | 61.5                     |
|                                     | 4     | 33                 | 30     | 90.9                | 23.3                     |
|                                     | 5     | 35                 | 35     | 100.0               | 26.5                     |
|                                     | 6     | 29                 | 28     | 96.5                | 14.8                     |
|                                     | 7     | 47                 | 47     | 100.0               | 36.2                     |
|                                     | 8     | 60                 | 57     | 95.0                | 26.3                     |
|                                     | 11    | 79                 | 76     | 96.2                | 27.6                     |
| Two or More Races                   | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |
|                                     | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
|                                     | 11    | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 3     | 23                 | 21     | 91.3                | 35.0                     |
|                                     | 4     | 34                 | 31     | 91.2                | 9.7                      |
|                                     | 5     | 30                 | 30     | 100.0               | 13.3                     |
|                                     | 6     | 25                 | 24     | 96.0                |                          |
|                                     | 7     | 48                 | 47     | 97.9                | 19.1                     |
|                                     | 8     | 62                 | 62     | 100.0               | 32.3                     |
|                                     | 11    | 112                | 105    | 93.8                | 17.3                     |

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| English Learners           | 3     | --                 | --     | --                  | --                       |
|                            | 4     | --                 | --     | --                  | --                       |
|                            | 5     | --                 | --     | --                  | --                       |
|                            | 6     | --                 | --     | --                  | --                       |
|                            | 7     | --                 | --     | --                  | --                       |
|                            | 8     | --                 | --     | --                  | --                       |
|                            | 11    | 14                 | 13     | 92.9                |                          |
| Students with Disabilities | 3     | --                 | --     | --                  | --                       |
|                            | 4     | --                 | --     | --                  | --                       |
|                            | 5     | 15                 | 15     | 100.0               | 6.7                      |
|                            | 6     | 11                 | 10     | 90.9                |                          |
|                            | 7     | 15                 | 14     | 93.3                |                          |
|                            | 8     | 16                 | 15     | 93.8                | 7.1                      |
|                            | 11    | 22                 | 20     | 90.9                | 5.3                      |
| Foster Youth               | 3     | --                 | --     | --                  | --                       |
|                            | 4     | --                 | --     | --                  | --                       |
|                            | 5     | --                 | --     | --                  | --                       |
|                            | 6     | --                 | --     | --                  | --                       |
|                            | 7     | --                 | --     | --                  | --                       |
|                            | 8     | --                 | --     | --                  | --                       |
|                            | 11    | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject                       | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School  |         |         | District |         |         | State   |         |         |
|                               | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 49  | 48      | 44      | 47       | 43      | 40      | 60      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group                   | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students                    | 335              | 328                             | 97.9                            | 43.9                                 |
| Male                            | 157              | 155                             | 98.7                            | 45.2                                 |
| Female                          | 178              | 173                             | 97.2                            | 42.8                                 |
| Black or African American       | 33               | 30                              | 90.9                            | 23.3                                 |
| Asian                           | 15               | 14                              | 93.3                            | 21.4                                 |
| Hispanic or Latino              | 79               | 79                              | 100.0                           | 29.1                                 |
| White                           | 177              | 175                             | 98.9                            | 54.9                                 |
| Two or More Races               | 15               | 14                              | 93.3                            | 42.9                                 |
| Socioeconomically Disadvantaged | 192              | 190                             | 99.0                            | 35.8                                 |
| English Learners                | 33               | 33                              | 100.0                           | 18.2                                 |
| Students with Disabilities      | 46               | 44                              | 95.7                            | 40.9                                 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2015-16)**

In the 2015-16 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 three in-house, board approved programs offered at both our Broadway and Rio Linda Resource Centers. 63 total students in grades 10-12 completed a CTE pathway, with 34 of them in the senior class. 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 three industries students completed Certificates in were EKG Technician, Medical Assisting and Medical Terminology.

**Career Technical Education Participation (School Year 2015-16)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 34                        |
| % of pupils completing a CTE program and earning a high school diploma                                   | 97                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 66                        |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission          | 38.92   |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.74    |

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 18.2  | 19.7                  | 34.8                 |
| 7           | 24.2  | 25.3                  | 20.9                 |
| 9           | 22.9  | 33                    | 17.4                 |

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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 (c) 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 (c) 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 sites 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.

Our Parents often participate through their daily activities with their children, which will also include opportunities with clubs and events at the school site. These 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 Pupil Engagement State Priority (Priority 5):

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

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

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| <b>Dropout Rate</b>    | 24.20   | 25.30   | 12.80   | 16.40    | 15.30   | 9.20    | 11.40   | 11.50   | 10.70   |
| <b>Graduation Rate</b> | 50.41   | 56.90   | 71.81   | 75.31    | 77.59   | 82.89   | 80.44   | 80.95   | 82.27   |

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group                                   | Graduating Class of 2015 |          |       |
|---|--------------------------|----------|-------|
|   | School                   | District | State |
| <b>All Students</b>                     | 77                       | 73       | 86    |
| <b>Black or African American</b>        | 50                       | 62       | 78    |
| <b>American Indian or Alaska Native</b> | 1                        | 75       | 78    |
| <b>Asian</b>                            | 6                        | 82       | 93    |
| <b>Filipino</b>                         | 1                        | 84       | 93    |
| <b>Hispanic or Latino</b>               | 68                       | 71       | 83    |
| <b>Native Hawaiian/Pacific Islander</b> | 1                        | 89       | 85    |
| <b>White</b>                            | 93                       | 77       | 91    |
| <b>Two or More Races</b>                | 79                       | 71       | 89    |
| <b>Socioeconomically Disadvantaged</b>  | 86                       | 55       | 66    |
| <b>English Learners</b>                 | 44                       | 46       | 54    |
| <b>Students with Disabilities</b>       | 71                       | 73       | 78    |
| <b>Foster Youth</b>                     | n/a                      | 16       | 47    |

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Suspensions</b> | 0.0     | 0.0     | 0.0     | 8.8      | 7.7     | 7.8     | 4.4     | 3.8     | 3.7     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.1      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

## School Safety Plan (School Year 2016-17)

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 expected 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, Earthquake, Stranger/Suspicious person, egress plan for fire and emergencies, lock down plans, chemical accident, and fire and bomb threat.\*

\*All Site Safety plans are scheduled to be updated by Spring 2016

## 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.

### Federal Intervention Program (School Year 2016-17)

| Indicator   | School  | District |
|---|---------|----------|
| Program Improvement Status                          | Yes     | Yes      |
| First Year of Program Improvement                   | 2011-12 | 2010-11  |
| Year in Program Improvement*                        | 3       | 3        |
| Number of Schools Currently in Program Improvement  | N/A     | 48       |
| Percent of Schools Currently in Program Improvement | N/A     | 90.6     |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14         |                   |       |     | 2014-15         |                   |       |     | 2015-16         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| K           | 18              | 4                 | 0     | 0   | 15              | 5                 | 0     | 0   | 17              | 2                 | 0     | 0   |
| 1           | 19.2            | 5                 | 0     | 0   | 14              | 5                 | 0     | 0   | 13              | 3                 | 0     | 0   |
| 2           | 21              | 5                 | 0     | 0   | 13              | 5                 | 0     | 0   | 19.5            | 2                 | 0     | 0   |
| 3           | 22              | 4                 | 0     | 0   | 14              | 5                 | 0     | 0   | 18              | 3                 | 0     | 0   |
| 4           | 19              | 4                 | 0     | 0   | 12              | 4                 | 0     | 0   | 18              | 3                 | 0     | 0   |
| 5           | 3               | 3                 | 0     | 0   | 16              | 4                 | 0     | 0   | 16              | 4                 | 0     | 0   |
| 6           | 3               | 3                 | 0     | 0   | 17              | 6                 | 0     | 0   | 14              | 4                 | 0     | 0   |
| Other       | n/a             | n/a               | n/a   | n/a | n/a             | n/a               | n/a   | n/a | n/a             | n/a               | n/a   | n/a |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2013-14         |                      |       |     | 2014-15         |                      |       |     | 2015-16         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 27              | 8                    | 0     | 0   | 23              | 8                    | 0     | 0   | 10.25           | 5                    | 0     | 0   |
| Mathematics    | 19              | 8                    | 0     | 0   | 15              | 8                    | 3     | 0   | 10.25           | 5                    | 0     | 0   |
| Science        | 14              | 7                    | 0     | 0   | 17              | 7                    | 1     | 0   | 10.25           | 5                    | 0     | 0   |
| Social Science | 25              | 8                    | 0     | 0   | 20              | 6                    | 0     | 0   | 10.25           | 5                    | 0     | 0   |

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 2.8                              | 176   |
| Counselor (Social/Behavioral or Career Development) | 1                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 1.5                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .5                               | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist                                 | 6                                | N/A   |
| Other   | 2.0                              | N/A   |

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

\*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 2014-15)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 10,164.11              | 556.00                   | 9608.11             | 59,900                 |
| District                                     | N/A                    | N/A                      | N/A                 | 73,692                 |
| Percent Difference: School Site and District | N/A                    | N/A                      | N/A                 | -18.7                  |
| State  | N/A                    | N/A                      | N/A                 | 60,985                 |
| Percent Difference: School Site and State    | N/A                    | N/A                      | N/A                 | -1.8                   |

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

**Types of Services Funded (Fiscal Year 2015-16)**

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.

We support 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 2015-16 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 2014-15)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$41,616        | \$45,092                                     |
| Mid-Range Teacher Salary                      | \$54,748        | \$71,627                                     |
| Highest Teacher Salary                        | \$88,311        | \$93,288                                     |
| Average Principal Salary (Elementary)         | \$100,647       | \$115,631                                    |
| Average Principal Salary (Middle)             | \$104,639       | \$120,915                                    |
| Average Principal Salary (High)               | \$111,719       | \$132,029                                    |
| Superintendent Salary                         | \$240,000       | \$249,537                                    |
| Percent of Budget for Teacher Salaries        | 36%             | 37%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

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

### Advanced Placement (AP) Courses (School Year 2015-16)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 0                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 0                             | N/A                               |
| Social Science           | 0                             | N/A                               |
| All courses              | 0                             | N/A                               |

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)

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:

- Annual Mandated Training (Ex. Mandated Reporting, CPR)
- Technology (Ex. PowerSchool University, Cal-Pads, U-C Doorways, CASSPP)
- 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)

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