

# Heritage Peak Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Heritage Peak Charter School
<b>Street</b>	631 L St.
<b>City, State, Zip</b>	Rio Linda, CA 95673-3718
<b>Phone Number</b>	(866) 992-9033
<b>Principal</b>	Scott Stack
<b>E-mail Address</b>	sstack@heritagepeak.org
<b>Web Site</b>	www.pacificcharters.org
<b>CDS Code</b>	34765050108415

<b>District Contact Information</b>	
<b>District Name</b>	Heritage Peak Charter School
<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 2018-19)**

Heritage Peak Charter School (HPCS) is an 13-year old college preparatory public charter school, 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 nearly 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 K-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 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.

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 variety of online support programs that are aligned to Common Core Standards, as well as California specific standards.

**Accreditation**

HPCS is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2021 and is an active member 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 2017-18)**

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	43
Grade 3	50
Grade 4	55
Grade 5	64
Grade 6	76
Grade 7	97
Grade 8	94
Grade 9	80
Grade 10	99
Grade 11	98
Grade 12	109
<b>Total Enrollment</b>	<b>1,010</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	1.1
Asian	2.8
Filipino	2.6
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.1
White	54.5
Socioeconomically Disadvantaged	53.9
English Learners	7.0
Students with Disabilities	12.7
Foster Youth	0.1

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	76	54	57	57
Without Full Credential	8	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Yes	0%
History-Social Science	Glencoe/Holt/ 2010	Yes	0%
Foreign Language	PLATO 2016/Rosetta Stone (Annually)/Glencoe (9- 12th) 2012	Yes	0%
Health	Glencoe 2010/PLATO(2016)	Yes	0%
Visual and Performing Arts	Plato Fine Arts	No	n/a
Science Laboratory Equipment (grades 9-12)	PLTW (9-12th) Annually	No	0%

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

Due to a fire at the previous Heritage Peak Campus at 6450 20th St. in Rio Linda, the campus was moved to 631 L St. in Rio Linda California. This facility is shared and still owned by the Twin Rivers School District. All facilities repair requests are processed through the Twin Rivers School District Maintenance Department. Additionally, TRUSD also provides outside maintenance and upkeep.

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

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

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

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	As mentioned in the above descriptor, the Heritage Peak Charter School Rio Linda Campus has been moved from 20th St. in Rio Linda to 'L' St. in Rio Linda, CA.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: N/A	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	38.0	32.0	36.0	48.0	50.0
Mathematics (grades 3-8 and 11)	23.0	19.0	25.0	27.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	542	96.10	38.03
Male	276	269	97.46	30.60
Female	288	273	94.79	45.39
Black or African American	59	51	86.44	21.57
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	40.00
Filipino	15	15	100.00	46.67
Hispanic or Latino	149	141	94.63	27.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	266	97.79	43.94
Two or More Races	39	39	100.00	56.41
Socioeconomically Disadvantaged	265	253	95.47	30.16
English Learners	59	58	98.31	17.24
Students with Disabilities	78	76	97.44	16.00
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	545	96.63	19.44
Male	276	271	98.19	21.56
Female	288	274	95.14	17.34
Black or African American	59	52	88.14	11.54
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	20
Filipino	15	15	100	40
Hispanic or Latino	149	143	95.97	9.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	266	97.79	24.43
Two or More Races	39	39	100	25.64
Socioeconomically Disadvantaged	265	256	96.6	15.02
English Learners	59	59	100	10.17
Students with Disabilities	78	77	98.72	3.95
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

In the 2017-18 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. 79 total students in grades 9-12 completed a CTE pathway, with 63 of them in the graduating class of 2018. All students in EKG and Medical Assisting met the required number of classroom hours and were eligible to participate in an externship and to take the National Certification Exam (NCCT) to receive their certificate. The industries students completed Certificates in were EKG Technician, Medical Assisting, Medical Terminology, Career Exploration, Child Development, Professional Communications, and Graphic Design and Illustration.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	79
% of pupils completing a CTE program and earning a high school diploma	80
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	27.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	22.2	30.6
7	16.8	27.4	28.4
9	15.4	26.4	22.0

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 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 2018-19)

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, or academic-focused field trips. 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 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	12.8	11.9	7.4	9.2	8.5	23.4	10.7	9.7	9.1
<b>Graduation Rate</b>	71.8	79.1	90.3	82.9	84.3	59.7	82.3	83.8	82.7

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	69.1	88.7
Black or African American	96.4	60.6	82.2
American Indian or Alaska Native	100.0	52.6	82.8
Asian	100.0	86.9	94.9
Filipino	0.0	71.0	93.5
Hispanic or Latino	96.9	66.0	86.5
Native Hawaiian/Pacific Islander	100.0	79.0	88.6
White	100.0	72.9	92.1
Two or More Races	100.0	86.3	91.2
Socioeconomically Disadvantaged	100.0	70.7	88.6
English Learners	100.0	41.3	56.7
Students with Disabilities	95.8	56.8	67.1
Foster Youth	0.0	82.4	74.1

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	7.8	7.1	6.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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

\*All Site Safety plans are scheduled to be updated by Spring 2019

### D. Other SARC Information

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

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

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	18	54	30	5	15	85	22	1	19	56	58	1
<b>3</b>	14	7										
<b>4</b>					1	7			1	2		
<b>5</b>	12	5							3	10		
<b>6</b>	6	8			5	10			1	5		
<b>Other</b>	13	10	1		18	9	9		13	12		

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	2015-16				2016-17				2017-18			
	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+
<b>English</b>	4.0	177	2		5.0	142	2	1	4.0	141		
<b>Mathematics</b>	5.0	148	3	2	5.0	113	5	3	4.0	118	1	1
<b>Science</b>	6.0	95	2	2	4.0	109	1	2	4.0	99	1	1
<b>Social Science</b>	5.0	155	4		5.0	167			4.0	142		

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	2.8	396
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.1	N/A
<b>Speech/Language/Hearing Specialist</b>	0.1	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	1.0	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,168.00	\$1,310.00	\$9,858.00	\$51,840.00
District	N/A	N/A	N/A	\$74,625
Percent Difference: School Site and District	N/A	N/A	N/A	-36.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	32.2	-43.6

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

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

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

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

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,298	\$47,903
Mid-Range Teacher Salary	\$69,554	\$74,481
Highest Teacher Salary	\$95,865	\$98,269
Average Principal Salary (Elementary)	\$109,174	\$123,495
Average Principal Salary (Middle)	\$115,048	\$129,482
Average Principal Salary (High)	\$121,777	\$142,414
Superintendent Salary	\$290,700	\$271,429
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

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	.0

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, focused on professional growth to support advanced student achievement:

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

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

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