

Heritage Peak Charter School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

Heritage  Peak
A Personalized Learning Public Charter School

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Heritage Peak Charter School
Street	631 L St.
City, State, Zip	Rio Linda, CA 95673-3718
Phone Number	(866) 992-9033
Principal	Yolanda Villegas
Email Address	yolanda.villegas@pacificcharters.org
School Website	https://pacificcharters.org
County-District-School (CDS) Code	34765050108415

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

2022-23 School Overview

Vision

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

Mission

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

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

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

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

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

Accreditation

HPCS is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2022, and completed and submitted a Self-Study report in October 2021 which will extend our accreditation. Further, HPCS is an active member in California Charter Schools Association, Charter School Development Center and A Plus+.

Goals

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

1. Student Achievement
2. Staff Satisfaction
3. Sustain or Increase Waiting List

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	69
Grade 2	72
Grade 3	74
Grade 4	57
Grade 5	84
Grade 6	66
Grade 7	83
Grade 8	72
Grade 9	74
Grade 10	84
Grade 11	91
Grade 12	89
Total Enrollment	993

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	2.0
Asian	4.7
Black or African American	5.6
Filipino	2.4
Hispanic or Latino	24.0
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.8
White	56.6
English Learners	11.7
Foster Youth	0.0
Homeless	2.6
Migrant	0.0
Socioeconomically Disadvantaged	51.5
Students with Disabilities	13.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	16.44	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.53	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.32	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	36.90	80.97	103.50	7.18	12115.80	4.41
Unknown	0.30	0.70	75.30	5.22	18854.30	6.86
Total Teaching Positions	45.60	100.00	1441.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	20.67	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	27.80	68.13	94.00	6.51	11953.10	4.28
Unknown	4.50	11.18	140.50	9.73	15831.90	5.67
Total Teaching Positions	40.80	100.00	1444.20	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	36.90	27.70
Total Out-of-Field Teachers	36.90	27.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. For the 2020-2021 school year, we adopted Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to complement adoptions made in previous years including, but not limited to Carolina Science in Spring of 2019, Journeys 2016 English Language Arts and Reveal Math, McGraw Hill in the Spring of 2022.

Year and month in which the data were collected	January 2022
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (McGraw -Hill Education) 2016 Journeys Houghton-Mifflin 2016 MyAccess! 2022	Yes	0%
Mathematics	k-12 McGraw Hill, Reveal Math 2022, JUMP Math	Yes	0%
Science	Glencoe/Holt 2013/PLTW (K-12th) Annually, Carolina 3-D K-5 2019	Yes	0%
History-Social Science	Impact, McGraw-Hill Education 2020	Yes	0%
Foreign Language	PLATO 2016/Rosetta Stone (Annually)/Glencoe (9-12th) 2012	Yes	0%
Health	McGraw-Hill Education (2020)/PLATO(2016)	Yes	0%
Visual and Performing Arts	Plato Fine Arts, Edmentum 2015	No	n/a
Science Laboratory Equipment (grades 9-12)	PLTW (9-12th) Annually, School Sourced NGSS-Aligned Kits	No	0%

School Facility Conditions and Planned Improvements

Our primary facility is located at 631 L St. in Rio Linda California. This site is shared, owned, and maintained by the Twin Rivers School District, our authorizing district. Site inspections and repair requests are processed through the Twin Rivers School District Maintenance Department. TRUSD also provides outside maintenance and upkeep at our primary facility. The site was inspected in January of 2022, and a FIT report completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all rated at 100% which resulted in an overall rating of exemplary. Our school's insurance provider ensures that all civil and local safety codes are kept in accordance with local and county agencies standards.

Year and month of the most recent FIT report

1/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	45	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	530	96.01	3.99	44.61
Female	276	261	94.57	5.43	49.62
Male	276	269	97.46	2.54	39.78
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	61.54
Black or African American	31	31	100.00	0.00	29.03
Filipino	19	17	89.47	10.53	76.47
Hispanic or Latino	134	128	95.52	4.48	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	57.69
White	300	288	96.00	4.00	42.86
English Learners	56	56	100.00	0.00	10.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	8	66.67	33.33	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	270	264	97.78	2.22	30.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	86	79	91.86	8.14	17.95

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	529	95.83	4.17	27.08
Female	276	260	94.20	5.80	24.71
Male	276	269	97.46	2.54	29.37
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	38.46
Black or African American	31	30	96.77	3.23	13.33
Filipino	19	17	89.47	10.53	47.06
Hispanic or Latino	134	128	95.52	4.48	13.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	38.46
White	300	288	96.00	4.00	31.01
English Learners	56	56	100.00	0.00	12.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	8	66.67	33.33	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	270	263	97.41	2.59	14.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	86	78	90.70	9.30	10.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	31.56	6.45	14.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	301	96.78	3.22	31.56
Female	161	156	96.89	3.11	28.21
Male	150	145	96.67	3.33	35.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100	0	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	83	80	96.39	3.61	26.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100	0	18.75
White	165	159	96.36	3.64	37.11
English Learners	26	26	100	0	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	161	97.58	2.42	17.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	14.29

2021-22 Career Technical Education Programs

The primary representatives of Heritage Peak Charter Schools CTE committee are Dan McLaughlin
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

HPCS began offering internal CTE options in 2014-15. Those classes are articulated with American River College and include Medical Terminology. HPCS also offers a Medical Assisting program and an EKG Technician program. Upon completion of these courses, students participate in a local externship and are given the opportunity to take the NCCT exam. HPCS has expanded CTE options to include an option to complete industry certifications through the iCEV program. The industry certifications allow students to explore CTE courses that match their interests. These courses give students real-world examples of career possibilities and enhance their career training. HPCS established an ongoing partnership with American River College and Solano Community College to offer dual enrollment classes. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis. All counselors have access to Naviance to guide all 9-12 students.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.75
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	13.73

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	95	95	95	95
Grade 7	98	98	98	98	98
Grade 9	99	99	99	99	99

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Heritage Peak Charter School uses a range of methods to provide and seek input from parents regarding the development of our academic programs, our Local Control Accountability Plan, and our efforts to assist a parent's ability to be their student's primary educator.

The Academic Triangle (c) is a powerful and unique feature to Heritage Peak Charter School in which the three major stakeholders, which includes 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 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 that meets regularly increases 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. Post-secondary options, scholarship information and academic progress are reviewed with all attending parents.

Parents and students are surveyed annually to determine their satisfaction with Heritage Peak Charter School. This reflective survey is used 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 School compares to other schools in the region. We then use this critical information in developing and aligning our Local Control Accountability

2022-23 Opportunities for Parental Involvement

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 participate in daily activities with their children, which can include 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 Charter School.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		8.5	3		20.4	27.8		8.9	7.8
Graduation Rate		91.5	97		72.1	67.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	99	96	97.0
Female	54	54	100.0
Male	45	42	93.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	24	24	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	56	55	98.2
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	73	71	97.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	19	18	94.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1146	1124	0	0.0
Female	561	549	0	0.0
Male	585	575	0	0.0
American Indian or Alaska Native	21	20	0	0.0
Asian	56	51	0	0.0
Black or African American	66	64	0	0.0
Filipino	28	28	0	0.0
Hispanic or Latino	274	267	0	0.0
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	53	51	0	0.0
White	623	619	0	0.0
English Learners	130	129	0	0.0
Foster Youth	1	1	0	0.0
Homeless	27	27	0	0.0
Socioeconomically Disadvantaged	606	593	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	176	175	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.68	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.06	5.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The comprehensive safety plan was updated and reviewed at a PCI public board meeting in September 2021 and approved by the PCI Board of Directors on September 9, 2021. Below is the table of contents of the safety plan highlighting the content.

Key elements include:

- Mission Statement and School Description,
- Child Abuse Reporting Procedures,
- Disaster Response Procedures,
- Suspension & Expulsion Policies,
- Procedures for Notifying Teachers of Dangerous Pupils,
- Discrimination & Harassment Policy,
- School-wide Dress Code Prohibiting Gang Attire,
- Safe and Orderly Environment,
- Rules and Procedures on School Discipline,
- Emergency Response Guide,
- Emergency Actions*,
- Emergency Responses,
- Site Specific Procedures and Emergency Guide,
- Site Safety Team Checklist,
- Incident Command Post,
- Situational Communication Plans,
- Site Emergency Procedures for Special Needs Students,
- Site Emergency Drill Report,
- PCI Administration/Site Leader Phone Numbers,
- Staff Phone List,
- Site Evacuation Map,
- Valve Shut-Off Location Map,
- Activity /Documentation Log,
- Student Emergency Evacuation Absence List, and
- Student Release Sign Out Sheet.

* For security reasons, Sections J and K are confidential and will not be shared publicly.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	231		
1	3	174		
2	2	144		
3	3	192		
4	3	144		
5	2	173		
6	2	195		
Other	4	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	246		
1	2	180		
2	3	168		
3	2	162		
4	3	192		
5	3	175		
6	2	185		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	216		
1	2	163		
2	2	180		
3	3	162		
4	2	162		
5	3	192		
6	2	197		
Other	4	18		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	165		
Mathematics	3	133	1	1
Science	3	129	2	
Social Science	3	206		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	178		
Mathematics	3	130	1	
Science	3	114	1	
Social Science	3	220		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	156		
Mathematics	3	124	1	
Science	3	102		
Social Science	3	196		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	320.32

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,167	\$2,333	\$8,833	\$58,349
District	N/A	N/A	N/A	\$80,769
Percent Difference - School Site and District	N/A	N/A	N/A	-32.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	29.0	-37.6

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,187	\$51,081
Mid-Range Teacher Salary	\$73,811	\$77,514
Highest Teacher Salary	\$101,734	\$105,764
Average Principal Salary (Elementary)	\$120,231	\$133,421
Average Principal Salary (Middle)	\$126,701	\$138,594
Average Principal Salary (High)	\$134,111	\$153,392
Superintendent Salary	\$329,494	\$298,377
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development at Heritage Peak Charter School provides both breadth and depth on current topics in education. We continue to focus on teaching strategies and mental health. These topics are chosen from the student learning plans as identified by the student's master course list, benchmark and cumulative testing and/or counselor recommendations to support student mental health.

We are continuing to embrace the Common Core State Standards and implementing them in core, supplemental curriculum, and interventions. Our commitment is to make professional development relevant and timely so that our students benefit from what the teachers learn.

- Heritage Peak conducts 5 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. With the use of our LCAP monies in addition to our general fund, the following focuses were developed with input from all staff members via a district-wide survey: Common Core Professional Development which included the following: Beginning Teacher Induction as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities. Additional Online Learning Programs and Supports as a result of use of a hybrid model of online learning platforms for student and teacher use. Using Data to Support Learning and Instruction Using Technology to Support Learning

In the most recent year, teachers received training on NWEA/MAP, Exact Path intervention programs and curriculum support. Teachers have access to additional monthly training from the district EL support provider to focus on the best practices and supports for our English learners. Finally, all teachers are invited to attend monthly Early Literacy support trainings.

All areas of PD are designed to support staff while they support students with the greatest academic need. Our CAASPP indicates that the majority of our students need help with reading and mathematics, grades 3-8 & 11. Staff are available weekly either in person or online. It is during these meetings that staff are provided training for online academic support programs, data-based instruction and the use of technology for instruction and intervention. Trainings that exceed two hours are done in person at one of Heritage Peak's three sites or the district office. Follow up training is supported through mentoring by a lead or expert teacher, trainers, Academic Dean or school director. Student data is frequently reviewed to support teacher implementation as well as to define the need for additional supports or program adjustments.

In addition to program planning aligned to Local Control Accountability Planning, the following are also provided to staff based on instructional content, job requirements, or 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, APlus+, California Educators Technology Association, State or National Title 1 Conference, National Association for Foster-Homeless Youth, NWEA Fusion)
- Curriculum (District-wide Writing Improvement Initiative, New Adoptions Training)
- MyAccess!
- MClass Amplify for math and early literacy
- Reveal Math

Individual teacher goals are discussed and modified as necessary three times each year with the teacher's direct supervisor. With the use of our Common Core monies in addition to our general fund, the following Professional Development opportunities were developed with input from all staff members via a district-wide survey:

- New teacher induction (as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities)
- Additional Online Learning Programs and Supports resulting from the use of a hybrid model of online learning platforms for student-teacher use
- Instructional Practices with an emphasis on EL strategy instruction
- Using Data to Support Learning and Instruction (Exact Path Diagnostic and Learning Path)
- Content specialization for individual career goals

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	8