

Heritage Peak Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Heritage Peak Charter School (HPCS) is a college preparatory public charter school founded in 2004 by the Pacific Charter Institute (PCI), a non-profit 501(c)(3) public benefit corporation. Governed by PCI's Board of Directors, HPCS operates within the Independent Study/Home School model, offering personalized learning for students in grades TK-12.

The school's core principle is that education is most effective when tailored to individual strengths and needs. HPCS collaborates with students, parents, and the community to develop each student's potential. The Independent Study model allows teachers flexibility in tailoring learning paths to meet unique educational goals.

HPCS's vision and mission focus on developing self-motivated individuals in the Sacramento region, aligning with current educational research and the belief that all students can achieve high academic standards.

Vision: Developing self-motivated educated individuals in the Sacramento region who will contribute globally.

2023-24 School Description and Mission Statement

Mission: Empowering students to take charge of their education, connecting individual needs to a rigorous learning plan, fostering responsible citizens, critical problem-solvers, and lifelong learners.

The Academic Triangle underscores the interdependence of students, parents/educators, and teachers, emphasizing their roles in supporting student success. HPCS is committed to producing self-motivated students, including those facing challenges, and offers diverse curricular options to match student ability and interests.

Strategic Focus Areas:

1. Student Achievement
2. Staff Satisfaction
3. Sustaining or Increasing Waiting List

HPCS strives for high academic results, using California State Standards-based curriculum and online support programs aligned with Common Core and state-specific standards. Professional development and policies are informed by student data and board reviews to support school-wide learner outcomes.

Accreditation

HPCS is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2028. Further, HPCS is an active member in California Charter Schools Association, Charter School Development Center and A Plus+.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	79
Grade 2	69
Grade 3	78
Grade 4	66
Grade 5	74
Grade 6	92
Grade 7	83
Grade 8	100
Grade 9	80
Grade 10	91
Grade 11	89
Grade 12	92
Total Enrollment	1,106

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.6%
American Indian or Alaska Native	1.5%
Asian	5%
Black or African American	5.2%
Filipino	3%
Hispanic or Latino	22.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.3%
White	58%
English Learners	12.7%
Foster Youth	0.1%
Homeless	1.4%
Socioeconomically Disadvantaged	47%
Students with Disabilities	12.3%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials for core subjects at Heritage Peak Charter School are chosen in accordance with the most recent list of standards-based materials approved by the State Board of Education, often in collaboration with the County Office of Education.

During the school year 2022-2023, Heritage Peak adopted MyAccess for language arts and Reveal Math for mathematics. In the 2020-2021 school year, HP added Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020, complementing our prior adoptions, including but not limited to Carolina Science. These latest adoptions are in addition to Journeys 2016 for English Language Arts, added in spring of 2019, and Go Math Houghton Mifflin added in the fall of 2017. Our commitment to staying current with educational resources is integral to our dedication to delivering a high-quality education to our students.

Year and month in which the data were collected

December 2023

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)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

HVAC unit is brand new but a part went out. Electricians are waiting to be delivered to finish the work. This HVAC unit runs RM 1, 2, & 3.

Year and month of the most recent FIT report

11/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Vacaville: HVAC unit is brand new but a part went out. Electricians are waiting to be delivered to finish the work. This HVAC unit runs RM 1, 2, & 3.
Interior: Interior Surfaces	X			Vacaville: Interior surface- Carpet stained but cleaned, front office. West Sac: Ceiling tiles cracked/warped/chipped/water damaged. Torn carpeting and small hole in floor in

School Facility Conditions and Planned Improvements

				back area, open area. Ceiling lights missing coverings, office 2.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			At Vacaville: Ceiling tiles show staining from previous leaking, front office. Bathroom mirror has permanent words scratched in the upper corner. Wall trim pulling away from wall at the exit door, where it got wet in the past from leaking in classroom 3. Carpet stained from recent hot water tank leak in room 5. This area is storage only.
Electrical	X			Vacaville: Many cut wires from previous occupants system but no student access, data room. Rio Linda: cables out of wall front of classroom by the door on the wall and back of classroom as well maybe from an old light switch, classroom 9. Cable is sticking out from ceiling, classrooms 10 and 13. West Sac: Half of the ceiling lights are out, office 3.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Vacaville: Bathroom Linoleum is coming up in areas and floor is soft around toilet, upstairs. Rio Linda: Outside girl's bathroom: sink does not work, crack behind the toilet in the wall right by the floor in the big stall.
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		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	45	32	31	47	46
Mathematics (grades 3-8 and 11)	27	23	20	22	33	34

2022-23 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	579	563	97.24	2.76	44.56
Female	289	281	97.23	2.77	50.89
Male	290	282	97.24	2.76	38.21
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	59.38
Black or African American	33	31	93.94	6.06	25.81
Filipino	21	20	95.24	4.76	60.00
Hispanic or Latino	136	134	98.53	1.47	42.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	62.96
White	320	309	96.56	3.44	42.72
English Learners	70	69	98.57	1.43	4.35
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	269	97.46	2.54	33.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	86	96.63	3.37	25.58

2022-23 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	579	562	97.06	2.94	22.95
Female	289	280	96.89	3.11	20.36
Male	290	282	97.24	2.76	25.53
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	37.50
Black or African American	33	31	93.94	6.06	12.90
Filipino	21	20	95.24	4.76	30.00
Hispanic or Latino	136	133	97.79	2.21	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	34.62
White	320	310	96.88	3.12	27.10
English Learners	70	69	98.57	1.43	4.35
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	269	97.46	2.54	11.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	86	96.63	3.37	9.30

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.56	31.69	14.24	14.86	29.47	30.29

2022-23 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	357	349	97.76	2.24	31.81
Female	177	171	96.61	3.39	28.65
Male	179	177	98.88	1.12	34.46
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	30.00
Black or African American	18	17	94.44	5.56	41.18
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	83	81	97.59	2.41	20.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	28.57
White	201	196	97.51	2.49	34.69
English Learners	40	40	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	185	97.88	2.12	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	55	94.83	5.17	10.91

2022-23 Career Technical Education Programs

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

In regard to career and technical education, HPSC currently offers courses in the industry recognized pathway of Healthcare Administrative Services. The pathway consists of completing a Medical Terminology course (Concentrator) followed by a year-long course in either Medical Assisting or EKG Technician (Completer). At the conclusion of completing one of the pathways, eligible graduates have the option to participate in externships at local community healthcare clinics or hospitals. Students also have the opportunity to take the NCCT (National Center for Competency Testing) exam.

For online CTE options and to make available more broad content to students, HPSC adopted curriculum through iCEV. iCEV offers state-aligned courses and industry certifications to prepare students for college and career success. The iCEV catalogue allowed students to explore CTE clusters that match their interests. Sample clusters include Family & Consumer Sciences, Law, Public Safety, Corrections & Security, Business, Marketing, Finance & Media.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.59
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	23.71

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	85	89	93	92	95
Grade 7	88	96	96	96	98
Grade 9	75	80	81	80	87

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.

2023-24 Opportunities for Parental Involvement

Heritage Peak Charter School employs a comprehensive approach to engage parents in shaping our academic programs, Local Control Accountability Plan (LCAP), and supporting their role as primary educators.

Our distinctive Academic Triangle© involves collaborative planning among three key stakeholders – teachers, students, and parents. Criteria such as academic history, personal direction, home life, affiliations, relationships, and current status inform the Academic Triangle© to tailor the educational experience and opportunities for each student. All staff, equipped with mobile phones and email access, commit to responding to calls and emails within 24 hours, reinforcing the personalized connection integral to the Academic Triangle©.

Regular meetings of the Site Council enhance collaboration with parents, involving them in decision-making related to student learning and program development.

Our Academic Counseling team hosts annual parent academic and financial planning nights, providing insights into college-career planning, scholarships, and financial assistance. Parent and student surveys, conducted annually, gauge satisfaction and guide program adjustments, aligning with the Local Control Accountability Plan and addressing the state's 8 Basic State Priorities.

Additionally, parents actively participate in daily activities, including school events and academic-focused field trips, directed in coordination with instructional faculty. We value our parents and external educational partners, recognizing their essential role in our program's success, and continually strive to integrate their input into our educational initiatives.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.3	3	4.9	30.9	27.8	23.8	9.4	7.8	8.2
Graduation Rate	92.8	97	92.2	61.8	67.6	71.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	103	95	92.2
Female	53	50	94.3
Male	50	45	90.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	28	26	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	58	53	91.4
English Learners	13	12	92.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	77	70	90.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	18	90.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1190	1168	0	0.0
Female	583	574	0	0.0
Male	607	594	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	21	21	0	0.0
Asian	62	61	0	0.0
Black or African American	60	60	0	0.0
Filipino	35	35	0	0.0
Hispanic or Latino	285	277	0	0.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	33	32	0	0.0
White	689	677	0	0.0
English Learners	158	157	0	0.0
Foster Youth	1	1	0	0.0
Homeless	36	36	0	0.0
Socioeconomically Disadvantaged	577	563	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	175	173	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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The comprehensive safety plan was updated in the fall of 2023. The plan was reviewed and approved by the PCI Board of Directors on December 14, 2023 during a public board meeting. 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

2023-24 School Safety Plan

Valve Shut-Off Location Map
Activity /Documentation Log
Student Emergency Evacuation Absence List
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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	312	0	0
1	2	198	0	0
2	2	186	0	0
3	2	198	0	0
4	2	168	0	0
5	2	180	0	0
6	3	205	0	0
Other	0	0	0	0

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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	182	0	0
Mathematics	3	135	1	1
Science	3	124	1	1
Social Science	2	231	0	0

2022-23 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	368.67

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,000	\$3,343	\$9,657	\$63,057
District	N/A	N/A	N/A	\$82,951
Percent Difference - School Site and District	N/A	N/A	N/A	-199.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	23.7	-199.7

Fiscal Year 2022-23 Types of Services Funded

At Heritage Peak Charter School our students complete local assessments twice annually to gauge their academic progress. In the 2022-2023 academic year, we implemented a proactive intervention approach, specifically targeting students who scored at or below 60% on the beginning-of-the-year metrics. Our primary focus was on the lowest-performing students, who received direct instructional support along with access to a range of independent online intervention programs.

Furthermore, we allocate instructional funds to provide students and their teachers with a diverse array of print and online intervention curriculum options. The teacher of record assumes the responsibility of crafting a personalized student success plan, inclusive of academic objectives and tailored support measures, all designed to assist the student in attaining their defined goals. To bolster our students' holistic development, our school also offers access to counselors and a wellness team, catering to their social-emotional well-being. Our comprehensive approach underscores our commitment to nurturing both academic and emotional growth.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,753	\$55,550
Mid-Range Teacher Salary	\$76,025	\$80,703
Highest Teacher Salary	\$104,786	\$109,418
Average Principal Salary (Elementary)	\$123,838	\$137,703
Average Principal Salary (Middle)	\$130,502	\$143,760
Average Principal Salary (High)	\$138,134	\$159,021
Superintendent Salary	\$329,494	\$319,443
Percent of Budget for Teacher Salaries	23.93%	30.35%
Percent of Budget for Administrative Salaries	4.59%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

Heritage Peak Charter School prioritizes comprehensive and targeted Professional Development (PD) to enhance teaching strategies and address student mental health needs. Topics are selected based on student learning plans, master course lists, benchmark testing, cumulative testing, and counselor recommendations.

Our commitment to the Common Core State Standards is evident in our PD, covering core curriculum, supplemental materials, and interventions. The PD plan comprises a three-tiered model, addressing District Wide, Site-Wide, and Individual growth, allowing staff to achieve competency through multiple paths.

The annual 5-day in-service training at the school year's start is complemented by ongoing PD focusing on key areas such as Common Core implementation, online learning platforms, data-driven instruction, and technology integration. Our LCAP funds, along with the general fund, support these initiatives, identified through staff input via district-wide surveys.

Specific trainings include NWEA/MAP, monthly Early Literacy support, and ongoing support for English learners. Staff availability for weekly in-person or online meetings ensures continuous support, supplemented by in-person training sessions, mentoring, and regular data reviews.

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:

Professional Development

- 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.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	8