

Heritage Peak Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2025-26 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 |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 34765050108415 |

2025-26 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 | www.twinriversusd.org |

2025-26 School Description and Mission Statement

Heritage Peak Charter School (HPCS) is a 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, home educators, 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.

2025-26 School Description and Mission Statement

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.

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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 114 |
| Grade 1 | 84 |
| Grade 2 | 89 |
| Grade 3 | 87 |
| Grade 4 | 84 |
| Grade 5 | 82 |
| Grade 6 | 70 |
| Grade 7 | 100 |
| Grade 8 | 120 |
| Grade 9 | 83 |
| Grade 10 | 89 |
| Grade 11 | 82 |
| Grade 12 | 97 |
| Total Enrollment | 1,181 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.6 |
| Male | 49.4 |
| American Indian or Alaska Native | 1.8 |
| Asian | 6.2 |
| Black or African American | 4.1 |
| Filipino | 3 |
| Hispanic or Latino | 25.5 |
| Native Hawaiian or Pacific Islander | 0.8 |
| Two or More Races | 1.6 |
| White | 57.1 |
| English Learners | 15.7 |
| Homeless | 0.8 |
| Socioeconomically Disadvantaged | 54.7 |
| Students with Disabilities | 12.7 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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) | 8.4 | 20.67 | 1155.6 | 80.01 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 17.1 | 1.19 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 36.8 | 2.55 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 27.8 | 68.13 | 94 | 6.51 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 4.5 | 11.18 | 140.5 | 9.73 | 15831.9 | 5.67 |
| Total Teaching Positions | 40.8 | 100 | 1444.2 | 100 | 279044.8 | 100 |

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.

2022-23 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) | 9.4 | 20.7 | 1131.8 | 75.05 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 2.2 | 30.7 | 2.04 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.9 | 2.18 | 122 | 8.09 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 34 | 74.87 | 110.3 | 7.32 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 113 | 7.5 | 14303.8 | 5.15 |
| Total Teaching Positions | 45.4 | 100 | 1508.1 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 7.6 | 15.73 | 1159.2 | 71.79 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 32.8 | 2.04 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 219.4 | 13.59 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 37.2 | 76.99 | 141.8 | 8.78 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 3.5 | 7.26 | 61.4 | 3.8 | 13705.8 | 4.91 |
| Total Teaching Positions | 48.3 | 100 | 1614.8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0.9 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.9 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.10 | 0 | 0 |
| Local Assignment Options | 27.70 | 34 | 37.2 |
| Total Out-of-Field Teachers | 27.80 | 34 | 37.2 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 1.6 | 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) | 0 | 0 | 0 |

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

2025-26 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. In previous years Heritage Peak adopted Wonders 2023 from McGraw Hill for K-6 ELA, 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 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|--|--|
| Reading/Language Arts | Wonders 2023, McGraw Hill Journeys Houghton-Mifflin 2016 MyAccess! 2022 | 0% |
| Mathematics | k-12 McGraw Hill, Reveal Math 2022, JUMP Math | 0% |
| Science | Glencoe/Holt 2013/PLTW (K-12th) Annually, Carolina 3-D K-5 2019 | 0% |
| History-Social Science | Impact, McGraw-Hill Education 2020 | 0% |
| Foreign Language | PLATO 2016/Rosetta Stone (Annually)/Glencoe (9-12th) 2012 | 0% |
| Health | McGraw-Hill Education (2020)/PLATO(2016) | 0% |
| Visual and Performing Arts | Plato Fine Arts, Edmentum 2015 | n/a |
| Science Laboratory Equipment (grades 9-12) | PLTW (9-12th) Annually, School Sourced NGSS-Aligned Kits | 0% |

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

School Facility Conditions and Planned Improvements

Heritage Peak Charter School leases learning centers in Rio Linda, which is located in our authorizing district, as well as a site in Vacaville. Site inspections and repairs are performed in conjunction with the current property management company. The sites were inspected in November of 2025, and a FIT report completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all inspected which resulted in an overall rating of fair. 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

11/25

| 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 | | | At Vacaville: Carpet stained but cleaned, front office. 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. |
| 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 | | | |

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 50 | 48 | 33 | 36 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 32 | 32 | 23 | 26 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 625 | 605 | 96.80 | 3.20 | 48.10 |
| Female | 312 | 302 | 96.79 | 3.21 | 48.34 |
| Male | 313 | 303 | 96.81 | 3.19 | 47.85 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 0.00 | 50.00 |
| Black or African American | 32 | 30 | 93.75 | 6.25 | 36.67 |
| Filipino | 20 | 20 | 100.00 | 0.00 | 70.00 |
| Hispanic or Latino | 160 | 156 | 97.50 | 2.50 | 47.44 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 348 | 334 | 95.98 | 4.02 | 47.60 |
| English Learners | 80 | 74 | 92.50 | 7.50 | 5.41 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 17 | 100.00 | 0.00 | 64.71 |
| Socioeconomically Disadvantaged | 345 | 332 | 96.23 | 3.77 | 35.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 86 | 81 | 94.19 | 5.81 | 30.86 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 625 | 610 | 97.60 | 2.40 | 32.46 |
| Female | 312 | 304 | 97.44 | 2.56 | 27.96 |
| Male | 313 | 306 | 97.76 | 2.24 | 36.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 42 | 42 | 100.00 | 0.00 | 38.10 |
| Black or African American | 32 | 30 | 93.75 | 6.25 | 16.67 |
| Filipino | 20 | 20 | 100.00 | 0.00 | 55.00 |
| Hispanic or Latino | 160 | 158 | 98.75 | 1.25 | 28.48 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 348 | 337 | 96.84 | 3.16 | 33.83 |
| English Learners | 80 | 78 | 97.50 | 2.50 | 10.26 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 17 | 100.00 | 0.00 | 64.71 |
| Socioeconomically Disadvantaged | 345 | 336 | 97.39 | 2.61 | 23.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 86 | 81 | 94.19 | 5.81 | 14.81 |

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 35.29 | 40.94 | 14.63 | 15.6 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 367 | 362 | 98.64 | 1.36 | 41.16 |
| Female | 179 | 178 | 99.44 | 0.56 | 36.52 |
| Male | 188 | 184 | 97.87 | 2.13 | 45.65 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 24 | 24 | 100.00 | 0.00 | 45.83 |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 11.11 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 100 | 99 | 99.00 | 1.00 | 32.32 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 194 | 191 | 98.45 | 1.55 | 46.60 |
| English Learners | 33 | 33 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 213 | 211 | 99.06 | 0.94 | 28.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 48 | 47 | 97.92 | 2.08 | 19.15 |

2024-25 Career Technical Education Programs

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

To make available more broad content to students, specifically in the Career Technical Education area, HPCS offers curriculum through iCEV and Edmentum courseware.

iCEV offers state-aligned courses and industry certifications to prepare students for college and career success. The iCEV catalogue allows students to explore CTE clusters that match their interests. Sample clusters include Family & Consumer Sciences, Law, Public Safety, Corrections & Security, Business, Marketing, Finance & Media.

Edmentum courseware offers online CTE courses in fields like cybersecurity, digital design, culinary arts, and engineering for grades 6-12. These courses integrate core academics with technical skills, focusing on both soft skills and specific job-related competencies.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 70 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 5.9 |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 96.09 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 40.86 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 | 90 | 90 | 90 | 90 | 90 |
| Grade 7 | 93 | 93 | 93 | 93 | 93 |
| Grade 9 | 91 | 91 | 91 | 91 | 91 |

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.

2025-26 Opportunities for Parental Involvement

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

Our distinctive Academic Triangle© involves collaborative planning among three key educational partners – teachers, students, and home educators. 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 internal email access, commit to responding to emails within 24 hours, reinforcing the personalized connection integral to the Academic Triangle©.

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

Twice yearly surveys of parents and students allow feedback from these stakeholders which is vital in the development and revision of the LCAP.

Our Academic Counseling team hosts annual home educator academic and financial planning nights, providing insights into college-career planning, scholarships, and financial assistance. Home Educator 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, home educators 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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 4.9 | 4.5 | 4.9 | 23.8 | 68.2 | 72.4 | 8.2 | 8.9 | 8 |
| Graduation Rate | 92.2 | 93.3 | 92.2 | 71.8 | 29.8 | 26 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 102 | 94 | 92.2 |
| Female | 52 | 49 | 94.2 |
| Male | 50 | 45 | 90.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 25 | 21 | 84.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 54 | 50 | 92.6 |
| English Learners | 15 | 14 | 93.3 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 78 | 71 | 91.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 14 | 10 | 71.4 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1239 | 1213 | 0 | 0.0 |
| Female | 629 | 616 | 0 | 0.0 |
| Male | 610 | 597 | 0 | 0.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 22 | 22 | 0 | 0.0 |
| Asian | 73 | 73 | 0 | 0.0 |
| Black or African American | 53 | 53 | 0 | 0.0 |
| Filipino | 36 | 36 | 0 | 0.0 |
| Hispanic or Latino | 316 | 308 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 0 | 0.0 |
| White | 707 | 689 | 0 | 0.0 |
| English Learners | 193 | 191 | 0 | 0.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 16 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 685 | 677 | 0 | 0.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 177 | 173 | 0 | 0.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 5.32 | 3.87 | 4.11 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.18 | 0.12 | 0.12 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 |
| Non-Binary | 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 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The comprehensive safety plan was updated in the spring of 2025. The plan was reviewed and approved by the PCI Board of Directors on June 16th, 2025 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
- 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.

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 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 198 | 0 | 0 |
| 1 | 3 | 192 | 0 | 0 |
| 2 | 2 | 198 | 0 | 0 |
| 3 | 2 | 192 | 0 | 0 |
| 4 | 3 | 186 | 0 | 0 |
| 5 | 2 | 168 | 0 | 0 |
| 6 | 3 | 203 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 3 | 168 | | |
| 1 | 3 | 180 | | |
| 2 | 3 | 180 | | |
| 3 | 3 | 198 | | |
| 4 | 2 | 204 | | |
| 5 | 3 | 192 | | |
| 6 | 2 | 174 | | |
| Other | 4 | 8 | | |

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 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 171 | | |
| Mathematics | 4 | 137 | 3 | 3 |
| Science | 4 | 107 | 4 | 1 |
| Social Science | 3 | 220 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 167 | | |
| Mathematics | 4 | 146 | 2 | 3 |
| Science | 4 | 117 | 1 | 4 |
| Social Science | 3 | 224 | | |

2024-25 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 | 363.23 |

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

| 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 | 1.6 |
| Social Worker | |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | 4.6 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$76,367 |
| District | N/A | N/A | N/A | \$95,120 |
| Percent Difference - School Site and District | N/A | N/A | N/A | -17.2 |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -10.9 | -21.4 |

Fiscal Year 2024-25 Types of Services Funded

At Heritage Peak Charter School our students complete local assessments twice annually to gauge their academic progress. We have continued 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$62,084 | \$60,863 |
| Mid-Range Teacher Salary | \$87,809 | \$93,575 |
| Highest Teacher Salary | \$121,028 | \$125,548 |
| Average Principal Salary (Elementary) | \$143,033 | \$157,645 |
| Average Principal Salary (Middle) | \$150,730 | \$165,341 |
| Average Principal Salary (High) | \$159,546 | \$182,580 |
| Superintendent Salary | \$367,038 | \$357,064 |
| Percent of Budget for Teacher Salaries | 24.17% | 30.36% |
| Percent of Budget for Administrative Salaries | 4.75% | 4.88% |

2024-25 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

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, Early Literacy support, and ongoing support for English learners. Staff availability for regular 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, California Educators Technology Association, and Teaching Learning Coaching (TLC))
- Curriculum (New adoptions training and internal training for online writing platforms)
 - mClass Amplify for math and early literacy
- Monthly Professional Learning Communities (PLCs) focused data dives to increase student learning over time

Individual teacher goals are discussed and modified as necessary three times each year with the teacher's direct supervisor. With the use of our Educator Effectiveness Funds 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)

Professional Development

- Sacramento County Office of Education workshops in a variety of educational leadership topics, EL supports, and using data to drive instruction through PLCs
- Leader in Me 4DX
- 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
- Institute for Multi-Sensory Education (IMSE)
- Using Data to Support Learning and Instruction (Exact Path Diagnostic and Learning Path and IXL)
- Content specialization for individual career goals

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |