## General Information about the School Accountability Report Card (SARC)

SARC Overview


## DataQuest

## California School Dashboard



## Internet Access

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 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).

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 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 Community Day |
| :--- | :--- |
| Street | 2255 Sixth St. |
| City, State, Zip | Oroville, Ca, 95965-3251 |
| Phone Number | 530.538 .2940 |
| Principal | Greg Kitchen |
| Email Address | gkitchen@thermalito.org |
| School Website | https://www.thermalito.org/Domain/59 |
| County-District-School (CDS) Code | 04615496121016 |

## 2023-24 District Contact Information

| District Name | Thermalito Union Elementary School District |
| :--- | :--- |
| Phone Number | 530.538 .2900 |
| Superintendent | Gregory Blake |
| Email Address | gblake@thermalito.org |
| District Website | www.thermalito. org |

## 2023-24 School Description and Mission Statement

Our vision for Heritage Community Day School is for all students to develop a strong foundation in academics and to develop socialization skills enabling them to be successful in the school community, the community at large and the workforce. We focus on a respectful and safe learning environment. We strive to promote students who will become productive, employed, socially responsible, and self-motivated citizens. Our daily mission at Heritage CDS is to prepare our students, academically and socially, for success in their next educational setting whether that is the comprehensive middle school or high school.

School Description - Our attendance fluctuates to meet the needs of the comprehensive school site in our district and to honor agreements with our neighboring school districts. There are typically between 10-15 students in grades 5, 6, 7 and 8 and they come from a variety of ethnic and cultural backgrounds. The faculty and support staff are progressive minded, implementing innovative ideas and proven methods with students. It is a pleasure to be able to offer Community Day School to serve the students and families in our community.

## About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| :--- | :---: |
| Grade 7 | 2 |
| Grade 8 | 4 |
| Total Enrollment | 6 |

## Student Group

## Percent of Total Enrollment

## Female

50\%
Male $50 \%$

American Indian or Alaska Native 16.7\%

White
83.3\%

Homeless
16.7\%

Socioeconomically Disadvantaged 83.3\%
Students with Disabilities

## 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 <br> Number | School Percent | District Number | District Percent | State Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.00 | 0.00 | 72.80 | 96.39 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 1.00 | 100.00 | 2.50 | 3.39 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0.10 | 0.21 | 18854.30 | 6.86 |
| Total Teaching Positions | 1.00 | 100.00 | 75.50 | 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 <br> Percent | State Number | State Percent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.00 | 0.00 | 74.50 | 95.52 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 1.28 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA) | 1.00 | 100.00 | 1.90 | 2.50 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 0.50 | 0.69 | 15831.90 | 5.67 |
| Total Teaching Positions | 1.00 | 100.00 | 78.00 | 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 | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |
| :--- | :---: | :---: |
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 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 | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |
| :--- | :---: | :---: |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 1.00 | 1.00 |
| Total Out-of-Field Teachers | 1.00 | 1.00 |
| 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. |  |  |

Class Assignments

| Indicator | 2020-21 | 2021-22 |
| :---: | :---: | :---: |
| Misassignments for English Learners <br> (a percentage of all the classes with English learners taught by teachers that are misassigned) |  | 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 |
| 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

In August 2023, all mandated core materials were deemed sufficient in number and quality and are of the latest LEA adoptions.

## Year and month in which the data were collected

August 2023

Subject
Textbooks and Other Instructional Materials/year of Adoption
From
Most
Recent
Adoption
$?$

Percent Students Lacking Own Assigned Copy

| Reading/Language Arts | We are currently using the 2016 edition of the McGraw-Hill <br> ELA/ELD Study Sync on-line curriculum in grades 6-8. There <br> are workbooks and Chromebooks available for all students. | Yes | $0.0 \%$ |
| :--- | :--- | :--- | :--- |
| Mathematics | We are currently using the 2015 edition of the College <br> Preparatory Mathematics (CPM) curriculum for grades 6-8. <br> The curriculum is in great condition and there are enough <br> textbooks for all students. | Yes | $0.0 \%$ |
| Science | We are currently using the 2019 edition of the Discovery <br> Education curriculum. The materials are in good condition <br> and there are enough textbooks and chromebooks for all <br> students. | Yes | $0.0 \%$ |
| History-Social Science | We are currently using the 2019 edition of the Discovery <br> Education integrated Next Generation Science Standards <br> curriculum. The materials are in good condition and there are <br> enough textbooks and chromebooks for all students. | Yes | $0.0 \%$ |

## School Facility Conditions and Planned Improvements

Our Community Day School has joined with the Nelson Avenue Middle School Campus and is inspected and maintained annually. Heritage works diligently to ensure that our campus is clean, safe, and functional. District maintenance staff and site custodial staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that safety-related repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards.

## Year and month of the most recent FIT report

August 2023

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

Overall Facility Rate

## 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 | $\begin{aligned} & \text { School } \\ & \text { 2021-22 } \end{aligned}$ | $\begin{aligned} & \text { School } \\ & 2022-23 \end{aligned}$ | $\begin{aligned} & \text { District } \\ & 2021-22 \end{aligned}$ | $\begin{aligned} & \text { District } \\ & 2022-23 \end{aligned}$ | $\begin{gathered} \text { State } \\ \text { 2021-22 } \end{gathered}$ | $\begin{gathered} \text { State } \\ 2022-23 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Language Arts/Literacy (grades 3-8 and 11) | 0 | 0 | 29 | 32 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 0 | 0 | 19 | 20 | 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 <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP Number Tested | CAASPP <br> Percent Tested | CAASPP <br> Percent Not Tested | CAASPP <br> Percent Met or Exceeded |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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 <br> Student Groups | CAASPP <br> Total <br> Enrollment | CAASPP Number Tested | CAASPP <br> Percent Tested | CAASPP <br> Percent Not Tested | CAASPP <br> Percent Met or Exceeded |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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 <br> 2021-22 | School <br> 2022-23 | District <br> 2021-22 | District <br> 2022-23 | State <br> 2021-22 | State <br> 2022-23 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Science <br> (grades 5, 8 and high school) | -- | -- | 20.14 | 17.83 | 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 | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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: <br> Aerobic Capacity | Component 2: <br> Abdominal <br> Strength and <br> Endurance | Component 3: <br> Trunk Extensor <br> and Strength and <br> Flexibility | Component 4: <br> Upper Body <br> Strength and <br> Endurance | Component 5: <br> Flexibility |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 | $97.91 \%$ | $98.43 \%$ | $97.91 \%$ | $94.76 \%$ | $96.96 \%$ |
| Grade 7 | $97.02 \%$ | $97.02 \%$ | $96.43 \%$ | $97.02 \%$ | $97.02 \%$ |

## 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

Because we are such a small school, the classroom aide, the teacher, the counselor, the assistant principal, and the principal are able to interact with families on a daily basis. There are several opportunities that exist for interested parents/guardians to become involved in our school. Parents are solicited each year with inquiries as to how they and other family members might like to be involved.

Parents are invited to serve on our Nelson Avenue Middle School Site Council, and we solicit their assistance with revision of the School Plan for Student Achievement, our Parent Involvement Policy and our Family-School Compact. Parents also attend Back to School Night, Open House and Parent Conferences.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| :---: | :---: | :---: | :---: | :---: |
| All Students | 19 | 16 | 12 | 75.0 |
| Female | 5 | 5 | 3 | 60.0 |
| Male | 14 | 11 | 9 | 81.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 2 | 1 | 1 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 0 | 0 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 2 | 100.0 |
| White | 14 | 12 | 9 | 75.0 |
| English Learners | 0 | 0 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 2 | 2 | 1 | 50.0 |
| Socioeconomically Disadvantaged | 17 | 15 | 12 | 80.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 6 | 6 | 3 | 50.0 |

## 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 <br> 2020-21 | School <br> 2021-22 | School <br> 2022-23 | District <br> 2020-21 | District <br> 2021-22 | District <br> 2022-23 | State <br> 2020-21 | State <br> 2021-22 | State <br> 2022-23 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Suspensions | 52.94 | 45.45 | 68.42 | 1.48 | 4.88 | 7.73 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

|  |  |  |
| :--- | :---: | :---: |
| All Students | Suspensions Rate | Expulsions Rate |
| Female | 68.42 | 0 |
| Male | 0 | 0 |
| Non-Binary | 64.29 | 0 |
| American Indian or Alaska Native |  |  |
| Asian | 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

Heritage Community Day School takes a serious position when it comes to school safety. The school safety plan was developed with input from teachers, staff, and parents with a goal of making the school safer for our students and community. The plan provides a comprehensive plan on various safety issues that affect the school.

The plan addresses the dress code, certain policies pertaining to harassment, emergencies, drills, and safe ingress/egress of the campus. Survey data is gathered to assist in the actions of the Safety Plan to ensure we are meeting the needs targeted for our school. It is reviewed annually with changes made toward improvement via teachers, students, and the School Site Council. The completed plan is sent to the board of trustees for approval every year. The plan is available at the site and can be checked out to any parent wishing to review it or provide input. Our goal is to ensure that our school is a safe place for students to develop academically and socially.

The Thermalito Union Elementary School District has a district-wide comprehensive School Safety Plan that is updated annually, pursuant to Education Code 32280-32289. Our vision is to empower all stakeholders in order to create a safe and challenging environment where all students and staff can be safe and grow academically, socially and emotionally. We will provide an environment which allows for the development of attitudes that promote healthful physical, social, academic and mental habits. This will be accomplished by encouraging pride in self-achievement, respect and responsibility toward self and others, recognition of students and staff, and positive relationships with young people.

## 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 <br> Class Size | Number of Classes with <br> $1-20$ Students | Number of Classes with <br> $21-32$ Students | Number of Classes with <br> $33+$ Students |
| :---: | :---: | :---: | :---: | :---: |

6
3
6

## 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 <br> Class Size | Number of Classes with <br> $1-20$ Students | Number of Classes with <br> $21-32$ Students | Number of Classes with <br> $33+$ Students |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 1 | 7 |  |  |

## 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 multigrade level classes.

| Grade Level | Average <br> Class Size | Number of Classes with <br> $1-20$ Students | Number of Classes with <br> $21-32$ Students | Number of Classes with <br> $33+$ Students |
| :---: | :---: | :---: | :---: | :---: |

## 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 <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> $\mathbf{2 3 - 3 2}$ Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 4 | 4 |  |  |
| Mathematics | 4 | 2 |  |  |
| Science | 4 | 2 |  |  |
| Social Science | 4 | 2 |  |  |

## 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 <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> 23-32 Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 5 | 4 |  |  |
| Mathematics | 5 | 2 |  |  |
| Science | 5 | 2 |  |  |
| Social Science | 5 | 2 |  |  |

## 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 <br> Class <br> Size | Number of Classes with <br> 1-22 Students | Number of Classes with <br> $\mathbf{2 3 - 3 2}$ Students | Number of Classes with <br> 33+ Students |
| :--- | :---: | :---: | :---: | :---: |
| English Language Arts | 3 | 4 | 0 | 0 |
| Mathematics | 3 | 2 | 0 | 0 |
| Science | 3 | 2 | 0 | 0 |
| Social Science | 3 | 2 | 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 | 0 |

## 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) | 0 |
| Library Media Teacher (Librarian) |  |
| Library Media Services Staff (Paraprofessional) |  |
| Psychologist |  |
| Social Worker |  |
| Nurse |  |
| Speech/Language/Hearing Specialist |  |
| Resource Specialist (non-teaching) |  |
| Other |  |

## 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 <br> Expenditures <br> Per Pupil | Expenditures <br> Per Pupil <br> (Restricted) | Expenditures <br> Per Pupil <br> (Unrestricted) | Average <br> Teacher <br> Salary |
| :--- | :---: | :---: | :---: | :---: | :---: |
| School Site | 39,402 | 0 | 39,402 | 75,005 |
| District | N/A | N/A | 8,699 | $\$ 87,467$ |
| Percent Difference - School Site and District | N/A | N/A | 127.7 | -10.4 |
| State | N/A | N/A | $\$ 7,607$ | $\$ 88,288$ |
| Percent Difference - School Site and State | N/A | N/A | 142.7 | -12.0 |

## Fiscal Year 2022-23 Types of Services Funded

We have programs in place to support our students in order for them to be successful (funded by LCFF):

* IXL reading and math is a supplemental intervention program for all 5-8 students; it differentiates instruction to maximize student growth in both reading and math.
- The StudySync ELD program is available for EL students and is a core program utilized by the general education classroom teachers as a support for the $30 \mathrm{~min} /$ day of designated English Language Development instruction.

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/cs/.

| Category | District <br> Amount | State Average <br> for Districts <br> in Same Category |
| :--- | :---: | :---: |
| Beginning Teacher Salary | $\$ 60,509$ | $\$ 54,046$ |
| Mid-Range Teacher Salary | $\$ 84,685$ | $\$ 84,515$ |
| Highest Teacher Salary | $\$ 114,547$ | $\$ 110,867$ |
| Average Principal Salary (Elementary) | $\$ 126,112$ | $\$ 136,841$ |
| Average Principal Salary (Middle) | $\$ 132,141$ | $\$ 141,477$ |
| Average Principal Salary (High) | $\$ 0$ | $\$ 137,985$ |
| Superintendent Salary | $\$ 184,137$ | $\$ 217,473$ |
| Percent of Budget for Teacher Salaries | $32.98 \%$ | $32.43 \%$ |
| Percent of Budget for Administrative Salaries | $6 \%$ | $5.62 \%$ |

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the recent three-year period.

Heritage CDS teachers are afforded professional development opportunities similar to those offered to general education teachers in the Thermalito Union Elementary School District. In the last three years, teachers participated in district-wide gradelevel collaboration, Trauma Responsive schools training, Nurtured Heart, Brain-based Research, English Language Development (ELD), and New State Standards training in English Language Arts and Math. CDS teachers received training in Crisis Prevention Intervention (CPI) and a seminar regarding Oppositional Defiance Disorder (ODD). Staff will also be working with a consultant to assist the district in professional learning communities (PLC's) and Universal Design for Learning (UDL). In addition, teachers have ongoing training on the ELA/ELD Study Sync program.

Once a week, collaboration time with colleagues at the comprehensive school sites is also made available.
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 | 36 | 36 | 38 |

