

Heritage Community Day School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Heritage Community Day
Street	2080 Sixth St.
City, State, Zip	Oroville, Ca, 95965-3251
Phone Number	530.538.2940
Principal	Jeff Kuhn
E-mail Address	jkuhn@thermalito.org
Web Site	http://www.thermalito.org/
CDS Code	04615496121016

District Contact Information	
District Name	Thermalito Union Elementary School District
Phone Number	530.538.2900
Superintendent	Gregory Blake
E-mail Address	gblake@thermalito.org
Web Site	www.thermalito.org

School Description and Mission Statement (School Year 2018-19)

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 work force. We focus on a respectful and safe learning environment. We strive to promote students that will become productive, employed and socially responsible, 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 sites in our district and to honor agreements with our neighboring school districts. There are typically between 10-15 students in grades 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 serve the families in our community.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	7
Grade 8	2
Total Enrollment	9

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.0
White	66.7
Socioeconomically Disadvantaged	100.0
English Learners	11.1
Students with Disabilities	22.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	1	1	1	80
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	We are currently using the 2016 edition of the McGraw-Hill ELA/ELD Study Sync on-line curriculum in grades 6-8. There are workbooks and Chromebooks available for all students.	Yes	0.0 %
Mathematics	We are currently using the 2015 edition of the College Preparatory Mathematics (CPM) curriculum for grades 6-8. The curriculum is in great condition and there are enough textbooks for all students.	Yes	0.0 %
Science	We are currently using the 2007 edition of the Prentice-Hall curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2006 edition of the McDougal Littell curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Our Community Day School is a newer facility that 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. Currently the restroom tile floors need re-grouting and sealing.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	0.0	26.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	0.0	21.0	23.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	13	100.00	0.00
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00	0.00
Students with Disabilities	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	13	100	0
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	0
Students with Disabilities	--	--	--	--

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	**	**	**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Because we are such a small school, the classroom aide, the teacher, the counselor 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 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	52.4	44.0	36.4	12.2	9.9	10.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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, and safe egress on and off the campus. Survey data is gathered to assist in the action plan 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	10.0	2			8.0	2			9.0	2				
Mathematics	5.0	2			4.0	2			5.0	2				
Science	5.0	2			4.0	2			5.0	2				
Social Science	5.0	2			4.0	2			5.0	2				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.05	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	22361.25	0	22361.25	64273.96
District	N/A	N/A	8071.81	\$75,676
Percent Difference: School Site and District	N/A	N/A	93.9	-16.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	103.3	-16.8

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

- Freckle on-line Instruction is a supplemental program for all 2-8 students; it differentiates instruction to maximize student growth in both reading and math.
- The Accelerated Reader Program (AR) —we use this supplemental program encouraging independent reading at increasingly higher instructional levels using quizzes to assess comprehension and vocabulary development.
- The Study Sync 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 min/day of designated English Language Development instruction.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,331	\$48,064
Mid-Range Teacher Salary	\$73,237	\$75,417
Highest Teacher Salary	\$99,063	\$94,006
Average Principal Salary (Elementary)	\$102,020	\$119,037
Average Principal Salary (Middle)	\$105,626	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$142,801	\$183,692
Percent of Budget for Teacher Salaries	35.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

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 grade level 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). In addition, teachers have ongoing training on the new ELA/ELD Study Sync program.

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