

# Hallmark Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Hallmark Charter School
<b>Street</b>	2445 Ninth St.
<b>City, State, Zip</b>	Sanger, CA 93657
<b>Phone Number</b>	(559) 524-7170
<b>Principal</b>	Alfred Sanchez
<b>E-mail Address</b>	<a href="mailto:alfred_sanchez@sanger.k12.ca.us">alfred_sanchez@sanger.k12.ca.us</a>
<b>Web Site</b>	<a href="http://hallmark.sanger.k12.ca.us/">http://hallmark.sanger.k12.ca.us/</a>
<b>CDS Code</b>	10-62414-1030766

<b>District Contact Information</b>	
<b>District Name</b>	Sanger Unified School District
<b>Phone Number</b>	(559) 524-6521
<b>Superintendent</b>	Marcus Johnson
<b>E-mail Address</b>	marc_johnson@sanger.k12.ca.us
<b>Web Site</b>	<a href="http://www.sanger.k12.ca.us/">http://www.sanger.k12.ca.us/</a>

## **School Description and Mission Statement (School Year 2016-17)**

### **Hallmark Charter Mission Statement**

The purpose of the Sanger Hallmark Charter School is to create a partnership between parents, students, teachers and the community that will: (1) Inspire students in grade K-12 to learn and grow to their potential; (2) Equip parents to be the most effective teachers of their children; (3) Provide the community with a viable, public, home-based education option. We seek to support this partnership by: (1) Developing an individualized learning plan for each student with goals to maximize each student's unique strengths, talents, and abilities; (2) Providing resource materials and enrichment opportunities to support student learning; (3) Providing parents with support, guidance and training opportunities to successfully meet the individual academic needs of their students.

### **Hallmark Charter School Description**

Hallmark Charter School is located in the town of Sanger, CA, a rural area, and is chartered through the Sanger Unified School District. Hallmark serves students in Fresno County and eight adjacent counties. The school's program is designed to meet the needs of the home-schooling population in grades K – 12. Students who are enrolled at Hallmark received instructional materials and academic support from Hallmark teachers who visit their homes one hour per week. They have access to the Hallmark campus that includes specialized classes, tutorials, and administrative and counseling services. The mobility rate for Hallmark is high often with 50% of our students new to Hallmark each year. Hallmark has proved to be a very good placement for these students to continue with their education and work towards graduation and beyond. Hallmark has an approved A-G list with the University of California and works diligently with students interested in the CSU, Private Colleges, and Community College systems.

Prior to being accepted into Hallmark Charter School, all students are interviewed to ensure that Hallmark is the appropriate educational setting. At Hallmark Charter School, students are treated as special individuals and not just a number. The staff is comprised of a Director, an Assistant Director, an Office Manager, a Clerk, fourteen full time teachers and twenty part time teachers.

Hallmark Charter provides educational services to students in grades K - 12. Hallmark was the first Charter School to open in Sanger Unified and is now one of three in the District. Hallmark is the only comprehensive K-12 charter school in Sanger Unified School District.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	9
Grade 1	15
Grade 2	9
Grade 3	17
Grade 4	26
Grade 5	22
Grade 6	17
Grade 7	42
Grade 8	45
Grade 9	47
Grade 10	32
Grade 11	53
Grade 12	34
<b>Total Enrollment</b>	<b>368</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African	1.9
American Indian	1.1
Asian	2.4
Filipino	0.3
Hispanic or Latino	42.9
Native Hawaiian	0.3
White	42.7
Two or More	5.2
Socioeconomicall	46.7
English Learners	1.1
Students with	0.8
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	11	11	484
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	53.5	46.5
<b>All Schools in District</b>	86.5	13.5
<b>High-Poverty Schools in District</b>	86.1	13.9
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October 2016

Sanger Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student. Teachers and administrators are trained in instructional methodology (s) in each new curriculum, text or standards adoption at the beginning of the school year. Additional training in support of new curriculum and additional training in existing curriculum is continuous throughout each school year. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Zaner-Bloser, Superkids Reading Curriculum, Text, and Instructional Materials 2013/2014  K-1 Estrellita Dual Language Program Curriculum, Text and Instructional Materials 2016/2017  K-5 Houghton Mifflin Harcourt, -English Language Arts/Reading Curriculum, Text, and Instructional Materials 2005/2006  6-8 grade Holt, Rinehart & Winston Literature & Language Arts Reading Curriculum, Text, and Instructional Materials 2005/2006	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	K-8 Houghton Mifflin Harcourt Go Math Curriculum, Texts, and Instructional Materials 2014/2015  Houghton Mifflin Harcourt Integrated 1,2 & 3 Math Curriculum, Texts, and Materials 2014/2015  McDougal-Littell General Math Curriculum,Text and Materials for 2004/2005  Holt-McDougal Trigonometry Curriculum,Texts and Materials 2010  Scott Foresman Statistics Curriculum, Text and Materials 2010  Pearson Prentice Hall Calculus Curriculum, Text and Materials 2010  Glencoe McGraw Hill-Financial Math Curriculum, Text and Materials 2010	Yes	0%
<b>Science</b>	K-5 Pearson Science Curriculum and Instructional Materials 2006/2007  6-8 Glencoe McGraw/Hill Science Curriculum and Instructional Materials 2005/2006  McDougal Littell AP Biology Curriculum, Text and Materials 2007/2008  Glencoe McGraw-Hill Chemistry AP Chemistry & Physics Curriculum, Text and Materials 2007/2008  Pearson Prentice Hall Anatomy & Physiology Curriculum, Text and Materials 2007/2008  Labs are designated as follows: 4 Biology, 1 Physics, 2 Chemistry, and 3 Physical Earth	Yes	0%
<b>History-Social Science</b>	K-5 Pearson History-Social Science Curriculum, Texts, and Instructional Materials 2005/2006	Yes	0%
<b>Foreign Language</b>	EMC Spanish Curriculum, Text, and Instructional Materials 2016/2017	Yes	N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	Health Curriculum, Texts, and Materials are integrated into the Science Curriculum 2005/2006  7th Grade - Sexual Health Education for America's Youth for Middle School and Community Settings. In Collaboration with the California Department of Education and California Department of Public Health. Positive Prevention PLUS 2016.  10th Grade - Sexual Health Education for America's Youth for High School and Community Settings. In Collaboration with the California Department of Education and California Department of Public Health. Positive Prevention PLUS 2	Yes	0%
<b>Visual and Performing Arts</b>	K-12th Visual & Performing Arts Curriculum Description: Sanger Unified K-8 school sites do not offer Curriculum, Textbooks or Instructional Materials for Visual and Performing Arts instruction at these grade levels. Instruction in this curriculum may be integrated as class projects or activities.		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	The facility has one science lab on campus for life science, physical science, chemistry and physics. The lab is equipped with electrical and water access.		0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sanger Unified retains an independent contractor to provide comprehensive facilities inspection of every school site. This inspection meets or exceeds the criteria of the State of California Williams inspection requirement. The Williams compliance inspections are done by Fresno County Office of Education (FCOE). Only one SUSD site is inspected by Fresno County Office of Education annually for Williams compliance. This site is not a FCOE inspected site. The most recent inspection, either district or Williams, available when this SARC is prepared is utilized for this report. Inspection reports are maintained at the SUSD District Office.

The rating scale used for this inspection is as follows:

99% - 100% = Exemplary: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.

90% - 98.99% = Good: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.

75% - 89.99% = Fair: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.

00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2015, October				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2015, October				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	61	69	44	47	44	48
<b>Mathematics</b>	51	42	35	37	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	18	18	100.0	61.1
	<b>4</b>	25	21	84.0	52.4
	<b>5</b>	25	23	92.0	78.3
	<b>6</b>	23	21	91.3	47.6
	<b>7</b>	46	45	97.8	75.6
	<b>8</b>	48	47	97.9	63.8
	<b>11</b>	60	60	100.0	81.7
<b>Male</b>	<b>4</b>	15	12	80.0	33.3
	<b>6</b>	11	11	100.0	45.5
	<b>7</b>	19	19	100.0	79.0
	<b>8</b>	21	20	95.2	65.0
	<b>11</b>	28	28	100.0	75.0
<b>Female</b>	<b>3</b>	11	11	100.0	63.6
	<b>5</b>	18	18	100.0	83.3
	<b>6</b>	12	10	83.3	50.0
	<b>7</b>	27	26	96.3	73.1
	<b>8</b>	27	27	100.0	63.0
	<b>11</b>	32	32	100.0	87.5
<b>Hispanic or Latino</b>	<b>4</b>	12	10	83.3	40.0
	<b>5</b>	11	10	90.9	90.0
	<b>6</b>	13	11	84.6	36.4
	<b>7</b>	16	16	100.0	50.0
	<b>8</b>	23	22	95.7	59.1
	<b>11</b>	29	29	100.0	75.9
<b>White</b>	<b>3</b>	11	11	100.0	63.6
	<b>5</b>	14	13	92.9	69.2
	<b>7</b>	20	20	100.0	95.0
	<b>8</b>	18	18	100.0	77.8
	<b>11</b>	27	27	100.0	85.2
<b>Socioeconomically Disadvantaged</b>	<b>6</b>	12	10	83.3	40.0
	<b>7</b>	20	20	100.0	60.0
	<b>8</b>	23	22	95.7	50.0
	<b>11</b>	26	26	100.0	80.8

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 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.



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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	18	18	100.0	44.4
	<b>4</b>	25	21	84.0	57.1
	<b>5</b>	25	23	92.0	56.5
	<b>6</b>	23	20	87.0	25.0
	<b>7</b>	46	44	95.7	72.7
	<b>8</b>	46	44	95.7	72.7
	<b>11</b>	60	59	98.3	18.6
<b>Male</b>	<b>4</b>	15	12	80.0	58.3
	<b>6</b>	11	10	90.9	20.0
	<b>7</b>	19	18	94.7	77.8
	<b>8</b>	19	18	94.7	77.8
	<b>11</b>	28	27	96.4	18.5
<b>Female</b>	<b>3</b>	11	11	100.0	36.4
	<b>5</b>	18	18	100.0	55.6
	<b>6</b>	12	10	83.3	30.0
	<b>7</b>	27	26	96.3	69.2
	<b>8</b>	27	26	96.3	69.2
	<b>11</b>	32	32	100.0	18.8
<b>Hispanic or Latino</b>	<b>4</b>	12	10	83.3	50.0
	<b>5</b>	11	10	90.9	60.0
	<b>6</b>	13	10	76.9	20.0
	<b>7</b>	16	15	93.8	60.0
	<b>8</b>	16	15	93.8	60.0
	<b>11</b>	29	28	96.5	3.6
<b>White</b>	<b>3</b>	11	11	100.0	36.4
	<b>5</b>	14	13	92.9	53.9
	<b>7</b>	20	20	100.0	85.0
	<b>8</b>	20	20	100.0	85.0
	<b>11</b>	27	27	100.0	25.9
<b>Socioeconomically Disadvantaged</b>	<b>6</b>	12	10	83.3	20.0
	<b>7</b>	20	20	100.0	50.0
	<b>8</b>	20	20	100.0	50.0
	<b>11</b>	26	25	96.2	12.0

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	63	60	61	61	54	45	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	107	102	95.3	60.8
<b>Male</b>	39	35	89.7	65.7
<b>Female</b>	68	67	98.5	58.2
<b>Hispanic or Latino</b>	47	44	93.6	56.8
<b>White</b>	43	42	97.7	66.7
<b>Socioeconomically Disadvantaged</b>	47	44	93.6	52.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2015-16)

Hallmark students can access ROP/CTE programs through Sanger High School. ROP offers a wide variety of courses in career technical education. Our courses prepare students in many fields including agriculture mechanics, small engines, criminal justice, web page design, floral design, and sports medicine. Sanger High boasts a strong Vocational Education program that showcases 1047 students in addition to its academic programs. Our core belief that students drive the elective course offerings has strengthened our relationship with Valley Regional Occupational Program (VROP). Currently Sanger High offers 24 ROP courses with 50 sections in this career-based curriculum. In comparison to the other valley high schools that comprise ROP-Kingsburg, Parlier, Reedley, and Selma-Sanger High School offers the most courses and involves more student participants. ROP courses that engage and challenge students and that prepare them for the workforce of tomorrow include four (4) sections of Criminal Justice, one (1) section of Crime Scene Investigation (CSI), five (5) sections of Floral Design, five (5) sections of Careers with Children, four (4) sections of Nursing (CNA), and three (3) sections of Digital Photo. A Web Design course has been approved by the SHS Curriculum Council to be added to the Course of Study booklet that will add this career-oriented course to the elective program. Sanger High's recognition of the need to provide students with access to courses that assist them in entering the work world right after high school has influenced the allocation of support, with both human and financial resources.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	65
% of pupils completing a CTE program and earning a high school diploma	18%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	49.5
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	56.4

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	41.7	16.7
7	7.1	21.4	28.6
9	34.6	38.5	11.5

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 Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

Every semester parent and student surveys are used to provide the data for our community profile. Individual conferences provided the data for the post-secondary plan information. Families who choose to home school their children through high school are families who value and want to play a significant role in their child's education. Parents take an active role in the education of the student at Hallmark in several ways. This involvement includes:

- (1) Monitoring and checking student assignments
- (2) Providing academic support for their child
- (3) Bringing their child to on-site classes and tutorials

Parents work in partnership with the school and the HCS teacher to develop and implement the educational plan. Parent surveys revealed an increasing level of satisfaction with the level of education parents feel their children are receiving.

Parents who wish to participate in Hallmark Charter School's leadership teams, school committees, or who wish to become a volunteer may contact the school's office at (559) 524-7170. Hallmark publishes monthly newsletters that highlight shared strategies and Hallmark events. Any parent, who wishes to share an idea or activity that works well in home schooling, may send it to the supervising teacher for the newsletter. Important dates and information are also included each month.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.00	2.50	5.00	1.90	5.00	3.10	11.40	11.50	10.70
Graduation Rate	97.96	95.00	95.00	96.82	92.17	95.47	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	93	86
Black or African American	100	89	78
American Indian or Alaska Native	0	0	78
Asian	100	97	93
Filipino	0	100	93
Hispanic or Latino	100	93	83
Native Hawaiian/Pacific Islander	0	100	85
White	84	95	91
Two or More Races	0	71	89
Socioeconomically Disadvantaged	100	65	66
English Learners	0	81	54
Students with Disabilities	89	93	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.2	0.0	3.6	4.0	3.7	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Hallmark School site has a Safe School Plan that is reviewed and updated annually with completion by March. Plans are reviewed with staff annually. Hallmark's School Site Advisory Committee approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Sanger School Board sets on

safety and appearance. Oversight of Sanger Unified Safe School Plans is through the Welfare and Attendance Officer. This site's Safe School Plan was reviewed with site staff on August 18, 2016.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	53.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	5	10			4	1			4	1		
1					1	6			1	6		
4					2	6			2	6		
5					3	6			3	6		
6	14	8			28	1	5		28	1	5	
Other	9	14			3	1			3	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	5	76	2		6	65		2	6	65		2
Mathematics	5	45	3	1	5	49	1	2	5	49	1	2
Science	5	49	3		5	48	3		5	48	3	
Social Science	4	72	1		5	69		1	5	69		1

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.2	N/A
Other	0.37	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6095.24	190.17	5905.07	59258.00
District	N/A	N/A	\$5,837	\$63,249
Percent Difference: School Site and District	N/A	N/A	1.2	-3.0
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	10.4	-14.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the SUSD board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title III Limited English Proficient - The purpose of the Title III Limited English Proficient (LEP) Student Program is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,134	\$44,958
Mid-Range Teacher Salary	\$60,675	\$70,581
Highest Teacher Salary	\$83,206	\$91,469
Average Principal Salary (Elementary)	\$91,168	\$113,994
Average Principal Salary (Middle)	\$95,727	\$120,075
Average Principal Salary (High)	\$105,539	\$130,249
Superintendent Salary	\$192,308	\$218,315
Percent of Budget for Teacher Salaries	33%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	.1

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of SBAC data, PBIS data and other assessment data. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

As a district, we are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. Sanger Unified provides professional learning in all subjects (Math, STEM, ELA, ELD, Art, assessments etc.) for TK-6th grade teachers throughout the school year. For single-subject teachers, Sanger Unified provides two to four full days of training dedicated to specific initiatives, strategies and frameworks (Guided Reading, Effective Instruction, ELD, Argumentative Writing, Speaking and Listening, Close Reading, Project Based Learning, Universal Design for Learning, etc.) Sanger Unified also offers after-school workshops on various math instructional strategies and routines, after-school technology trainings and Universal Design for Learning trainings. Each year, we offer a district conference where teachers share their best practices with one another. Other professional learning opportunities include optional online professional learning on a variety of topics, like the SAMR model and training on the 4 Cs. Teacher leaders at all sites are given a variety of opportunities to attend national and state conferences and seminars, as to further the collective knowledge of all members of their grade level teams and learning communities. Teachers also have the opportunity to engage in personalized professional development through instructional coaching.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA) and New Teacher Support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal BTSA Induction Program. Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA Induction program uses the "just-in-time" concept of mentoring and the Formative Assessment for California Teachers (FACT) formative assessment to guide new teachers in their individualized professional growth plans. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request and through surveys that include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students. The mentors, called support providers, are trained in cognitive coaching, working with adult learners, and FACT. Support Providers attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)? With so many district initiatives, it is essential to have support for all teachers and administrators during implementation. Through many of our contracted trainings (Guided Reading, Project Based Learning), our expert trainers provide on-site support and follow up personalized coaching. There are varied levels of support, both at the site and district level. At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities. In addition, Curriculum Support Providers, Literacy Specialist Teachers, (Teachers on Special Assignment) and administrators provide on-site support. District support is provided at the PLC level through collaborative unit/lesson planning and facilitated curriculum curating experiences.

All of our professional development is based on our students and teachers needs. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

Sanger Unified uses Staff Development Days and support from site level Curriculum Support Providers and district level District Instructional Specialists to assist teachers in classroom instructional strategies. The district provided a strong base for Common Core English Language Arts Implementation over the last few years through professional development focused on academic vocabulary, content reading and writing, as well as thinking maps. This year the district will provide an extensive Math training on the mathematical strategies and Common Core Math standards. Further English Language Arts professional development will focus on Close Reading, Text dependent questions, and collaborative conversations.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA). Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA program uses the Formative Assessment for California Teachers (FACT) formative assessment to guide "new" teachers in their professional growth. The Sanger BTSA program also provides a menu of professional development opportunities for BTSA Participating Teachers, Support Providers, and invites all teachers in the district to participate, if the topic meets their need. The menu of professional development offerings include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students.

In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy Strategies, Writing, Reading and Literacy Training, and ongoing SBE textbook adoption in-services are provided throughout the first 2-years of a curriculum, text implementation period. In-services in Effective Instructional Strategies, Professional Learning Communities, and strategies for English Learners are also provided.