

Heritage K-8 Charter

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 1855 East Valley Pkwy.
Escondido, CA , 92027-2517

Principal: Shawn Roner, Executive Director

Phone: (760) 737-3154

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Shawn Roner, Executive Director

📍 Principal, Heritage K-8 Charter

About Our School

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with information about our school, its programs, and performance. The SARC serves as a vital communication channel between Heritage K-8 Charter (HK8) School and the community.

Since opening its doors in 2003, HK8 has steadfastly adhered to its founding mission of enhancing student achievement through a rigorous curriculum. This curriculum emphasizes the mastery of fundamental skills and knowledge alongside the importance of character education. After twenty years, HK8 proudly upholds a legacy of high academic standards and achievement.

At the core of HK8's success is our belief in the pivotal role of parents as the primary educators of their children. We hold that parents are fundamentally responsible for the moral and intellectual development of their children. Therefore, the school actively collaborates with parents to support them in fulfilling these responsibilities. We strongly encourage parental involvement in their children's education and welcome their engagement in all aspects of the learning process.

We invite you to delve deeper into our academic programs and discover more about our school's unique approach by visiting our website at www.amhcs.org.

Contact

Heritage K-8 Charter
1855 East Valley Pkwy.
Escondido, CA 92027-2517

Phone: [\(760\) 737-3154](tel:7607373154)
Email: sroner@amhcs.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Escondido Union School District
Phone Number	(760) 432-2400
Superintendent	Rankins-Ibarra, Luis
Email Address	libarra@eusd.org
Website	https://www.eusd.org/

School Contact Information (School Year 2025–26)

School Name	Heritage K-8 Charter
Street	1855 East Valley Pkwy.
City, State, Zip	Escondido, CA , 92027-2517
Phone Number	(760) 737-3154
Principal	Shawn Roner, Executive Director
Email Address	sroner@amhcs.org
Website	https://amhcs.org
Grade Span	K-8
County-District-School (CDS) Code	37680980101535

School Description and Mission Statement (School Year 2025–26)

Educational Program Learning Options

Heritage K-8 Charter School (HK8) offers two distinct approaches to instruction: Traditional Learning and Flex Learning. In the Traditional Learning option, students attend classes five days per week, engaging in classroom

instruction, small group discussions, and student presentations. Traditional Learning is available at Heritage Elementary (grades K-6) and Heritage Junior High (grades 7-8). The Flex Learning option provides a spectrum of opportunities, ranging from a hybrid approach—blending classroom instruction with home learning—to a comprehensive home learning option. Flex Learning is accessible at Heritage Flex Academy (grades K-8).

Heritage Elementary (Grades K-6)

Heritage Elementary caters to students in kindergarten through sixth grade within a traditional classroom environment. Students primarily interact with one teacher in a consistent classroom setting. We maintain small class sizes to ensure personalized attention for each student.

Our educational focus is on the essentials: foundational math, reading, grammar, history, and science. We cultivate practical skills like observation, listening, and memorization through engaging activities, thereby fostering young minds to develop effective personal learning strategies.

Character development is integral to our ethos. Monthly, we spotlight positive character traits, using age-appropriate literature to instill values such as integrity, industriousness, and responsibility.

Heritage Junior High (Grades 7-8)

Heritage Junior High offers a Traditional Learning environment for seventh and eighth graders. We build upon the foundational knowledge acquired in elementary school to enhance critical thinking skills, essential for high school and beyond. Our curriculum is challenging, preparing students for the academic rigors of higher education.

Despite the advanced curriculum, we continue to emphasize core skills like reading and writing. Our literature classes utilize a Great Books curriculum, and we require advanced English classes focusing on academic writing. The Saxon method is employed for math, ensuring continuity with our elementary and high school programs. In science, we delve into physical and earth sciences, teaching the scientific method. Our history courses cover western civilization and U.S. history, fostering an understanding of American culture and its global context.

Unique to our junior high is the “blended” learning environment. This approach integrates technology for factual content delivery, allowing more teacher-student interaction to develop critical thinking and logic skills. Blended classes are particularly effective in natural and social sciences, while subjects like math, Great Books, and academic writing benefit from direct classroom engagement.

Heritage Flex Academy (Grades K-8)

Heritage Flex Academy, inspired by classical education, offers tailored options for home-learning families. These include weekly exploratory courses in areas such as dance, Latin, culinary arts, art, student leadership, yearbook, and physical education.

Flex Hybrid

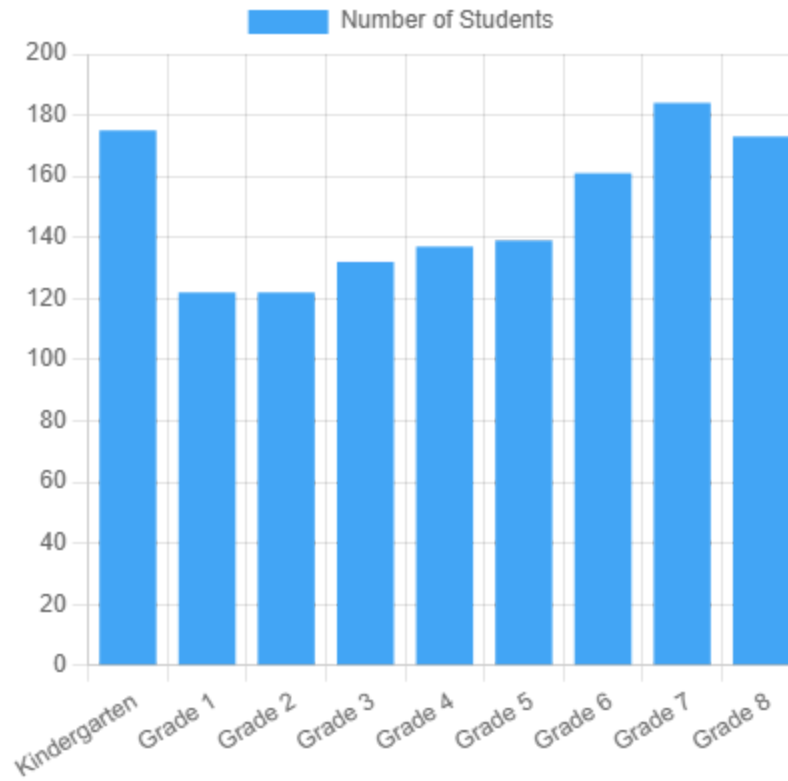
Our hybrid program blends classically-inspired classroom instruction with home-based learning. Students attend professional on-campus instruction two days a week and learn at home for the remaining days. Parents choose between a Tuesday/Thursday or Wednesday/Friday schedule. The curriculum, mirroring our high school's approach, includes the Great Books curriculum for literature and the Saxon method for math.

Home Learning

For families preferring full homeschooling, we offer a classically-inspired curriculum designed for parent educators. Each family receives support from an experienced Academic Adviser, who assists in navigating and tailoring the curriculum. These advisers also offer regular consultations and support, ensuring a collaborative educational journey.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	175
Grade 1	122
Grade 2	122
Grade 3	132
Grade 4	137
Grade 5	139
Grade 6	161
Grade 7	184
Grade 8	173
Total Enrollment	1345



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.10%
Male	48.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	6.60%
Black or African American	1.80%
Filipino	4.90%
Hispanic or Latino	46.10%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	1.30%
White	35.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	36.90%
Students with Disabilities	6.50%

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.80	83.46%	831.00	91.40%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	1.67%	7.40	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	8.37%	9.90	1.09%	12001.50	4.30%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	1.80	3.13%	33.20	3.66%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	3.35%	27.50	3.03%	15831.90	5.67%
Total Teaching Positions	59.70	100.00%	909.20	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.40	82.70%	891.20	91.94%	231142.40	83.24%
Intern Credential Holders Properly Assigned	3.00	4.91%	11.00	1.13%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	4.64%	6.50	0.67%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	4.10	6.80%	27.20	2.81%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	0.93%	33.20	3.43%	14303.80	5.15%
Total Teaching Positions	61.00	100.00%	969.30	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.20	83.76%	871.00	90.78%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	3.33%	15.20	1.59%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	6.66%	6.40	0.67%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	3.00	5.00%	36.20	3.77%	12112.80	4.34%
Unknown/Incomplete/NA	0.70	1.25%	30.50	3.18%	13705.80	4.91%
Total Teaching Positions	60.00	100.00%	959.50	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.00	0	2.00
Misassignments	4.00	2.8	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.00	2.8	4.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.80	4.1	3.00
Total Out-of-Field Teachers	1.80	4.1	3.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.1%	5.4%	1.40%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Heritage Elementary</p> <p>(Note: the ELA curriculum includes both science and social studies embedded in the curriculum)</p> <p>Grade K:</p> <p>Knowledge 1, Nursery Rhymes and Fables TE ISBN 1-68161-003-5</p> <p>Knowledge 2, The Five Senses, TE ISBN 1-68161-004-3</p> <p>Knowledge 3, Stories, TE ISBN 1-68161-005-1</p> <p>Knowledge 4, Plants, TE ISBN 1-68161-006-X</p> <p>Knowledge 5, Farms, TE ISBN 1-68161-007-8</p> <p>Knowledge 6, Native Americans, TE ISBN 1-68161-008-6</p> <p>Knowledge 7, Kings and Queens, TE ISBN 1-68161-010-8</p> <p>Knowledge 8, Seasons and Weather, TE ISBN 1-68161-011-6</p> <p>Knowledge 9, Columbus and the Pilgrims, TE ISBN 1-68161-012-4</p> <p>Knowledge 10, Colonial Towns and Townspeople, TE ISBN 1-68161-013-2</p> <p>Knowledge 11, Taking Care of the Earth, TE ISBN 1-68161-014-0</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Knowledge 12, Presidents and American Symbols, TE ISBN 1-68161-015-9</p> <p>Skills 1, TE ISBN 1-68161-054-X</p> <p>Skills 2, TE ISBN 1-68161-055-8</p> <p>Skills 3, TE ISBN 1-68161-056-6</p> <p>Skills 4, TE ISBN 1-68161-057-4</p> <p>Skills 5, TE ISBN 1-68161-058-2</p> <p>Skills 6, TE ISBN 1-68161-059-0</p> <p>Skills 7, TE ISBN 1-68161-060-4</p> <p>Skills 8, TE ISBN 1-68161-061-2</p> <p>Skills 9, TE ISBN 1-68161-062-0</p> <p>Skills 10, TE ISBN 1-68161-063-9</p> <p>What Your Kindergartner Needs to Know ISBN 978-0-345-54373-8</p> <p>Grade 1:</p> <p>Knowledge 1, Fables and Stories TE ISBN 978-1-68161-083-2</p> <p>Knowledge 2, The Human Body TE ISBN 978-1-68161-084-9</p> <p>Knowledge 3, Different Stories, Similar Stories TE ISBN 978-1-68161-085-6</p> <p>Knowledge 4, Early World Civilizations TE ISBN 978-1-68161-086-3</p> <p>Knowledge 5, Early American Civilizations, TE ISBN 978-1-68161-087-0</p> <p>Knowledge 6, Astronomy, TE ISBN 978-1-68161-088-7</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Knowledge 7, The History of the Earth, TE ISBN 978-1-68161-089-4</p> <p>Knowledge 8, Animals and Habitats, TE ISBN 978-1-68161-090-0</p> <p>Knowledge 9, Fairy Tales, TE ISBN 978-1-68161-091-7</p> <p>Knowledge 10, A New Nation: American Independence, TE ISBN 978-1-68161-092-4</p> <p>Knowledge 11, Frontier Explorers, TE ISBN 978-1-68161-093-1</p> <p>Skills 1 TE ISBN 978-1-68161-129-7</p> <p>Skills 2 TE ISBN 978-1-68161-130-3</p> <p>Skills 3 TE ISBN 978-1-68161-131-0</p> <p>Skills 4 TE ISBN 978-1-68161-132-7</p> <p>Skills 5 TE ISBN 978-1-68161-133-4</p> <p>Skills 6 TE ISBN 978-1-68161-134-1</p> <p>Skills 7 TE ISBN 978-1-68161-135-8</p> <p>What Your First Grader Needs to Know ISBN 978-0-553-39238-8</p> <p>Grade 2:</p> <p>Knowledge 1, Fairy Tales and Tall Tales TE ISBN 1-68161-149-X</p> <p>Knowledge 2, Early Asian Civilizations TE ISBN 1-68161-150-3</p> <p>Knowledge 3, The Ancient Greek Civilization TE ISBN 1-68161-151-1</p> <p>Knowledge 4, Greek Myths TE ISBN 1-68161-152-X</p> <p>Knowledge 5, The War of 1812 TE ISBN 1-68161-153-8</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Knowledge 6, Cycles in Nature TE ISBN 1-68161-154-6</p> <p>Knowledge 8, Insects TE ISBN 1-68161-156-2</p> <p>Knowledge 9, The U.S. Civil War TE ISBN 1-68161-157-0</p> <p>Knowledge 10, Human Body: Building Blocks and Nutrition TE ISBN 1-68161-158-9</p> <p>Knowledge 11, Immigration TE ISBN 1-68161-159-7</p> <p>Knowledge 12, Fighting for a Cause TE ISBN 1-68161-160-0</p> <p>Skills 1, TE ISBN 1-68161-199-6</p> <p>Skills 2, TE ISBN 1-68161-200-3</p> <p>Skills 3, TE ISBN 1-68161-201-1</p> <p>Skills 4, TE ISBN-1-68161-202-X</p> <p>Skills 5, TE ISBN 1-68161-203-8</p> <p>Skills 6, TE ISBN 1-68161-204-6</p> <p>Core Knowledge Teacher Handbook H/C ISBN 978-1-890517-74-8</p> <p>What Your Second Grader Needs to Know Hirsch, E D Jr ISBN 978-0-553-39240-1</p> <p>Grade 3:</p> <p>Classical Tales: The Wind in the Willows Unit 1, TE ISBN 1-68161-107-4</p> <p>Animal Classification Unit 2, TE ISBN 1-68161-108-2</p> <p>The Human Body: Systems and Senses Unit 3, TE ISBN 1-68161-109-0</p> <p>The Ancient Roman Civilization Unit 4, TE ISBN 1-68161-110-4</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Light and Sound Unit 5, TE ISBN 1-68161-111-2</p> <p>The Viking Age Unit 6, TE ISBN 1-68161-112-0</p> <p>Astronomy: Our Solar System and Beyond Unit 7, TE ISBN 1-68161-113-9</p> <p>Native Americans: Regions and Cultures Unit 8, TE ISBN 1-68161-114-7</p> <p>Early Explorations of North America Unit 9, TE ISBN 1-68161-115-5</p> <p>Colonial America Unit 10, TE ISBN 1-68161-116-3</p> <p>Ecology Unit 11, TE ISBN 1-68161-117-1</p> <p>Core Knowledge Teacher Handbook H/C ISBN 978-1-890517-75-5</p> <p>What Your Third Grader Needs to Know ISBN 978-0-553-39466-5</p> <p>Midnight Fox Byars, Besty ISBN 978-0140314502</p> <p>Stella Diaz has something to SAY Dominguez, Angela ISBN: 978-1-54908970-1</p> <p>Grade 4:</p> <p>Personal Narratives Unit 1, TE ISBN 1-68161-255-0</p> <p>Empires in the Middle Ages Unit 2 Part 1, TE ISBN 1-68161-256-9</p> <p>Empires in the Middle Ages Unit 2 Part 2, TE ISBN 1-68161-304-2</p> <p>Poetry Unit 3, TE ISBN 1-68161-257-7</p> <p>Eureka! Unit 4, TE ISBN 978-1-68161-258-4</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Geology Unit 5, TE ISBN 1-68161-259-3</p> <p>Contemporary Fiction Unit 6, TE ISBN 1-68161-260-7</p> <p>American Revolution Unit 7, TE ISBN 1-68161-261-5</p> <p>Treasure Island Unit 8, TE ISBN 1-68161-262-3</p> <p>Core Knowledge Teacher Handbook H/C ISBN 1-890517-76-3</p> <p>What your Fourth Grader Needs to Know ISBN 978-0-553-39467-2</p> <p>Holes Sachar, Louis ISBN: 978-0-7587-0192-3</p> <p>Wonder Palacio, R. J ISBN: 978-0-375-96902-7</p> <p>Fish in a Tree Hunt Mullaly, Lynda ISBN: 0-14-242642-3</p> <p>Harry Potter and the Sorcerer's Stone J.K. Rowling ISBN: 059035342X</p> <p>The Mixed-Up Files of Mrs. Basil E. Frankweiler. Koningsburg, E.L.</p> <p>Grade 5:</p> <p>Unit 1, Personal Narratives, TE ISBN 1-68161-244-5</p> <p>Unit 2, Early American Civilizations, TE ISBN 1-68161-245-3</p> <p>Unit 3, Poetry TE ISBN 1-68161-246-1</p> <p>Unit 4, Adventures of Don Quixote, TE ISBN 1-68161-247-X</p> <p>Unit 5, The Renaissance, TE ISBN 1-68161-248-8</p> <p>Unit 6, The Reformation, TE ISBN 1-68161-249-6</p> <p>Unit 7, A Midsummer Night's Dream, TE ISBN 978-1-68161-250-8</p> <p>Unit 8, Native Americans, TE ISBN 1-68161-251-8</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Unit 9, Chemical Matter, TE ISBN 1-68161-252-6</p> <p>A Wrinkle in Time ISBN: 978-0-329-64204-4</p> <p>Behind Rebel Lines ISBN: 0-15-216427-8</p> <p>The Phantom Tollbooth Juster, Norton</p> <p>Grade 6:</p> <p>D'aulaires Book of Greek Myths D'aulaire, Ingri ISBN 0-440-40694-3</p> <p>Gilgamesh the King Zeman, Ludmila ISBN 978-0-88776-437-0</p> <p>Revenge of Ishtar Zeman, Ludmila ISBN 978-0-88776-436-3</p> <p>Last Quest of Gilgamesh Zeman, Ludmila ISBN 978-0-88776-380-9</p> <p>What Your Sixth Grader Needs to Know ISBN 978-0-385-33732-8</p> <p>Daily Grams Guided Review Aiding Mastery Skills TE Phillips, Wanda C ISBN 978-0-936981-31-4</p> <p>Easy Grammar 6 Student Workbook Phillips, Dr Wanda C ISBN: 978-0-936981-46-8</p> <p>The Children's Homer, The Adventures of Odysseus and The Tale of Troy ISBN: 0-689-86883-9</p> <p>Roll of Thunder Hear My Cry Mildred Taylor ISBN: 978-0-590-98207-8</p> <p>Heritage Flex Academy</p> <p>Grade K:</p> <p>Inch By Inch</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Pancakes for Breakfast Stellanluna The Mitten The Mitten (giant size) The Very Hungry Caterpillar Brown Bear, Brown Bear by Bill Martin Jr. The Mitten by Jan Brett The Little Red Hen by Jerry Pinkney Stellanluna by Janell Cannon Memoria First Start Reading Student Books A, B, C, and D Primary Phonics Readers Classical Phonics (Teacher/Parent Copy) Phonics Cards (Teacher/Parent sets) Core Skills Phonics workbook for K/1 (Student books at home) Grade 1: Memoria First Start Reading Student Books E Primary Phonics Readers Classical Phonics Book (Teacher/Parent) Phonics Cards (Teacher/Parent) Little Bear by Else Holmelund Minarik Frog and Toad are Friends by Arnold Lobel Make Way for Ducklings by Robert McCloskey Caps for Sale by Esphyr Slobodkina	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Winter on the Farm by Laura Ingalls Wilder</p> <p>Christmas in the Big Woods by Laura Ingalls Wilder</p> <p>Billy and Blaze by C.W. Anderson</p> <p>Blaze and the Forest Fire by C.W. Anderson</p> <p>Keep the Lights Burning, Abbie by Peter & Connie Roop</p> <p>Stone Soup by Marcia Brown</p> <p>The Little House by Virginia Lee Burton</p> <p>Miss Rumphius by Barbara Cooney</p> <p>The Story About Ping by Marjorie Flack and Kurt Weise</p> <p>Grade 2:</p> <p>Animal Folktales of America</p> <p>Magic TreeHouse Mummies & Pyramids</p> <p>Magic TreeHouse Vikings</p> <p>If you Sailed the Mayflower in 1620</p> <p>The Courage of Sarah Noble</p> <p>Magic TreeHouse Vikings</p> <p>And Then What Happened to Paul Revere?</p> <p>A New Coat for Anna</p> <p>Trojan Horse</p> <p>Medieval Castle</p> <p>Trail of Tears</p> <p>The Story of Thomas Jefferson</p> <p>Little House in the Big Woods, Wilder</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Little House in the Big Woods, Wilder</p> <p>Magic TreeHouse Rome & Pompeii</p> <p>The Courage of Sarah Noble</p> <p>Magic TreeHouse Rome & Pompeii</p> <p>Robin Hood</p> <p>The Story of Anne Frank</p> <p>Grade 3:</p> <p>Every year: Charlotte's Web</p> <p>Every year: Alice in Wonderland</p> <p>Every year: Alice in Wonderland</p> <p>Every year: Wind in the Willows (Kelly is changing this?)</p> <p>Year 1 & 2: Cinderella</p> <p>The Rough Faced Girl</p> <p>Irish Clonderella</p> <p>The Korean Cinderella</p> <p>The Egyptian Clnderella</p> <p>Cendrillian: A Caribbean Cinderella</p> <p>Who is George Washington</p> <p>Who Was Julius Caesar?</p> <p>Who Was William Shakespeare?</p> <p>Riding Freedom</p> <p>Gilgamesh the King, The Revenge of Ishtar, The last Quest of Gilgamesh</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>The Sword in the Tree</p> <p>By the Great Horn Spoon</p> <p>City: A Story of Roman Planning</p> <p>Noah's Ark</p> <p>The Pot of Wisdom: Ananse Stories</p> <p>D'Aulaires' Book of Greek Myths</p> <p>Number the Stars</p> <p>Where Mountain Meets the Moon</p> <p>The Lion, The Witch, and The Wardrobe</p> <p>Charlie and the Chocolate factory</p> <p>Grade 4:</p> <p>The Golden Goblet</p> <p>King Arthur</p> <p>Treasure Island</p> <p>Ananse Stories</p> <p>D'Aulaires Norse Mythology</p> <p>Johnny Tremain</p> <p>Chinese Fables/ The Legend of Lao Tzu</p> <p>The Lion the Witch and the Wardrobe- CS Lewis</p> <p>Bio of Buddha/ The Life and Times of Plato</p> <p>King Alfred//The Lion the Witch and the Wardrobe- CS Lewis</p> <p>Abigail Adams, Girl of Colonial Days</p> <p>D'Aulaires Greek Myths</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Robin Hood</p> <p>Little Women/. Biographies of Founding Fathers</p> <p>Jesus, by Demi</p> <p>A Midsummer Night's Dream- Shakespeare</p> <p>Declaration of Independence</p> <p>President FDR research and essay</p> <p>The Bronze Bow</p> <p>Biographies of Civil War Figures (Lincoln, Douglass,)</p> <p>The Last Battle- CS Lewis</p> <p>Biographies of Civil War Figures (Grant, Lee)</p> <p>Gettysburg Address</p> <p>Grade 5:</p> <p>The Golden Goblet</p> <p>King Arthur</p> <p>Treasure Island</p> <p>Ananse Stories</p> <p>D'Aulaires Norse Mythology</p> <p>Johnny Tremain</p> <p>Chinese Fables & The Legend of Lao Tzu</p> <p>The Chronicles of Narnia: The Lion the Witch and the Wardrobe</p> <p>(Bio of Buddha) Eric Beck is looking at removing this.</p> <p>The Life and Times of Plato</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>(King Alfred) Not on the current list</p> <p>Abigail Adams, Girl of Colonial Days</p> <p>D'Aulaires Greek Myths</p> <p>Robin Hood</p> <p>Little Women</p> <p>Biographies of Founding Fathers Jesus, by Demi</p> <p>A Midsummer Night's Dream</p> <p>Declaration of Independence</p> <p>President FDR (research and essay)</p> <p>Biographies of Civil War Figures (Lincoln, Douglass)</p> <p>The Bronze Bow</p> <p>The Chronicles of Narnia: The Last Battle</p> <p>Biographies of Civil War Figures (Grant, Lee)</p> <p>Gettysburg Address</p> <p>Grade 6:</p> <p>The Children's Homer:</p> <p>The Adventures of Odysseus and the Tale of Troy</p> <p>D'aulaires Book of Greek Myths D'aulaire, Ingri</p> <p>Gilgamesh the King Zeman, Ludmila</p> <p>Revenge of Ishtar Zeman, Ludmila</p> <p>Last Quest of Gilgamesh Zeman, Ludmila</p> <p>What Your Sixth Grader Needs to Know</p> <p>Grade 7:</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Julius Caesar</p> <p>The Children of Odin</p> <p>King Arthur and His Knights of the Round Table</p> <p>Macbeth</p> <p>Becket</p> <p>The Book of Renaissance & Reformation Times</p> <p>The Book of the Middle Ages</p> <p>The Book of the Ancient Romans</p> <p>Grade 8:</p> <p>Pilgrim's Progress/Mayflower Compact/ John Winthrop, Roger Williams</p> <p>Rise to Rebellion</p> <p>Roots of Declaration: Cicero On Duties, Locke, Aristotle/Bill of Rights</p> <p>The Declaration of Independence</p> <p>Mock Trial: Malvo Case</p> <p>Constitution: ? Compromise, L/D debates</p> <p>Frederick Douglass</p> <p>Killer Angels</p> <p>Lincoln: Gettysburg Address, House Divided Speech</p> <p>Plessy v Ferguson</p> <p>To Kill a Mockingbird</p> <p>Mock Trial/Finals:</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Shep Dullen</p> <p>Fahrenheit 451</p> <p>Additional Texts:</p> <p>Year 1 Rotation Reading List:</p> <p>The Golden Goblet by Eloise Jarvis McGraw</p> <p>The Pot of Wisdom: Ananse Stories by Adwoa Badoe</p> <p>Chinese Fables: Shiho S Nunes</p> <p>The Legend of Lao Tzu by Demi</p> <p>Biography of Buddah by Demi</p> <p>The Life and Times of Plato by Jim Whiting</p> <p>Year 2 Rotation: Middle Ages</p> <p>King Arthur</p> <p>D'aulaires' Book of Norse Mythology</p> <p>The Lion, the Witch, and The Wardrobe</p> <p>Year 3 Rotation: Modern Ages</p> <p>Dangerous Journey: A Pilgrim's Progress by Christopher Collier</p> <p>Pilgrim and the Puritans by Oliver Hunkin</p> <p>Mayflower Compact</p> <p>Treasure Island by Robert Louis Stevenson Core Knowledge Classic Volume</p> <p>Johnny Termaine by Ester Forbes</p> <p>Abigail Adams Girl of Colonial Days by Jean Brown Wagner</p> <p>Year 1 Rotation Reading List:</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>D'Aulaires' Greek Myths by Ingri d'Aulaire, Edgar Parin d'Aulaire</p> <p>The Iliad and the Odyssey by Marcia Williams</p> <p>The Bronze Bow by Elizabeth George Speare</p> <p>Year 2 Rotation Reading List:</p> <p>Robin Hood</p> <p>Macbeth- Shakespeare</p> <p>A Midsummers Night Dream- Shakespeare</p> <p>The Last Battle by C.S. Lewis</p> <p>Year 3 Rotation Reading List:</p> <p>Little Women by Louis May Alcott Core Knowledge Classic Volume</p> <p>George Washington by Cheryl Harness</p> <p>Thomas Jefferson by Cheryl Harness</p> <p>John Adams by Cheryl Harness</p> <p>Abraham Lincoln Goes to Washington by Cheryl Harness</p> <p>Frederick's Journey: The Life of Frederick Douglass by Doreen Rappaport</p> <p>Moses: When Harriet Tubman Leads her People to Freedom by Carol Boston Weatherford</p> <p>Robert E. Lee: Preserving and Expanding the Union by Wendy Conklin</p> <p>Ulysses S. Grant: Preserving and Expanding the Union by Wendy Conklin</p> <p>Declaration of Independence, Preamble, Bill of Rights</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Gettysburg Address and other speeches from the Civil War</p> <p>Gilgamesh the King (The Gilgamesh Trilogy) by Zeman, Ludmila</p> <p>The Revenge of Ishtar (The Gilgamesh Trilogy) by Zeman, Ludmila</p> <p>The Last Quest of Gilgamesh (The Gilgamesh Trilogy) by Zeman, Ludmila</p> <p>The Hebrew Creation Story (Genesis 1:1 - 2:3)</p> <p>Enuma Elish</p> <p>The Story of Adam and Eve (Genesis 2:4 - 3:24)</p> <p>The Five Ages of Man</p> <p>The Story of Noah and the Flood (Genesis 4:1-18; Genesis 6:5 - 9:17)</p> <p>The Story of Noah and the Flood (Genesis 4:1-18; Genesis 6:5 - 9:17)</p> <p>The Story of Utnapishtim and the Flood</p> <p>The Tower of Babel Story (Genesis 11:1-9)</p> <p>The Stories of Arachne and Niobe</p> <p>The Story of Abraham (Genesis 12 - 25)</p> <p>The Story of Moses (Exodus 1- 20)</p> <p>The Story of David</p> <p>The Book of the Ancient Greeks by Dorothy Mills</p> <p>Famous Men of Greece by Haaren and Poland</p> <p>The Golden Fleece by Padraic Colum</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Children's Homer by Padraic Colum</p> <p>Church, A. J., A Young Macedonian in the Army of Alexander</p> <p>The Apology by Plato</p> <p>Thucydides, History of the Peloponnesian War, Pericles Funeral Oration</p> <p>Livy's writings on Rome:</p> <p>The Early Kings</p> <p>The Last Kings</p> <p>Beginning of the Republic</p> <p>Horatius at the Bridge (selection), by Thomas Babington Macaulay</p> <p>Famous Men of Rome by Haaren and Poland</p> <p>The Book of the Ancient Romans by Dorothy Mills</p> <p>King Arthur and the Knights of the Round Table by Roger Green</p> <p>The Children of Odin by Padraic Colum</p> <p>The Hobbit by JRR Tolkien</p> <p>Beowulf trans. By Seamus Heaney</p> <p>Tales of Shakespeare Charles and Mary Lamb</p> <p>(American Poetry) Dream Within a Dream and The Raven by EA Poe/ Leaves of Grass and O Captain my Captain by Walt Whitman</p> <p>The Declaration of Independence</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>The Gettysburg Address- Abraham Lincoln</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>The Preamble to the Constitution</p> <p>(American Poetry) Emily Dickinson/ O Me! O Life! By Walt Whitman/ Nothing Gold can Stay and The Road Not Taken by Robert Frost</p> <p>To Kill a Mockingbird by Harper Lee</p> <p>Letter from Birmingham Jail by Martin Luther King Jr.</p> <p>The Experience Machine by Robert Nozick</p> <p>Harrison Bergeron by Kurt Vonnegut</p> <p>Core Skills Phonics K and 1, 978-0-544-26773-2, 978-0-544-26774-9, Houghton Mifflin Harcourt</p> <p>Core Skills Phonics 2, 978-0-544-26775-6, Houghton Mifflin Harcourt</p> <p>The Core Knowledge Sequence: Content and Skill Guidelines for Kindergarten-Grade 8 ISBN: 978-1-890517-25-0</p> <p>Shurley Grammar 2</p> <p>Shurley Grammar 3</p> <p>Shurley Grammar 4</p> <p>Shurley Grammar 5</p> <p>180 Daily Teaching Lessons Grade 8, 2008 Easy Grammar Systems</p> <p>Teaching Writing, Structure and Style, 2nd Edition, 1999-2018 Institute For Excellence in Writing</p> <p>The Writing Revolution</p> <p>Heritage Junior High</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Grammar and Writing 8th Grade Curtis Hake 2013 9781935839231</p> <p>Vocabulary from Latin and Greek Roots: A Study of Word Families, Level VIII. 3rd Edition. Elizabeth Osborne, Prestwick House. 2017. ISBN: 978-1-58049-201-0</p> <p>Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX. 3rd Edition. Elizabeth Osborne, Prestwick House. 2017. ISBN: 978-1-58049-202-7</p> <p>Story of Five Cities 7th Grade and 8th Grade</p> <p>To Kill a Mockingbird Harper Lee 9780446310789</p> <p>King Arthur Roger Lancelyn Green 9780141321011</p> <p>The Children of Odin Padric Colum 9780068968856</p> <p>Julius Caesar William Shakespeare 800759268767</p> <p>Narrative of the Life of Frederick Douglass 978-0486284996</p> <p>Killer Angels by Michael Shaara 978-0593158104</p> <p>Rise to Rebellion by Jeff Shaara ISBN: 0-345-42754-0</p> <p>Macbeth by William Shakespeare ISBN-13: 978-1514630587</p> <p>A Man for All Seasons by Robert Bolt ISBN: 0-679-72822-1</p> <p>Becket by Jean Anouilh ISBN: 978-1-57322-508-3</p>	
Mathematics	<p>Heritage Elementary</p> <p>Saxon Student Refill Kit & Classroom Materials 9781600327599</p> <p>Saxon Student Refill Kit 9781602770737</p> <p>Saxon Student Refill Kit 9781602770744</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Saxon Student Refill Kit 9781602770751</p> <p>Grade K:</p> <p>Saxon Student Resource Package (9781328626509) 2018</p> <p>Grade 1:</p> <p>Saxon Student Resource Package (9781328626516) 2018</p> <p>Saxon Math 1 Learning Palette (9781591419372)</p> <p>Grade 2:</p> <p>Saxon Student Resource Package (9781328626523) 2018</p> <p>Saxon Math 2 Learning Palette (9781591419389)</p> <p>Grade 3:</p> <p>Saxon Student Resource Package (9781328626530) 2018</p> <p>Saxon Math 3 Learning Palette (9781591419396)</p> <p>Grade 4:</p> <p>Saxon Intermediate 4 (Volume 1) 978-1-32894370-5</p> <p>Saxon Intermediate 4 (Volume 2) 978-1-32896613-1</p> <p>Grade 4- 2018 Saxon Math Student Resource Package with 6 Year Digital (9781328626844) 2018</p> <p>Grade 5:</p> <p>Saxon Intermediate 6 (Volume 1) 1-60032-551-3</p> <p>Saxon Intermediate 6 (Volume 2) 1-60277-024-7</p> <p>Grade 6:</p> <p>Saxon, Course 1 (Student Edition) Hake, Stephen 978-1-32849737-6</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Saxon, Course 2 (Student Edition) Hake, Stephen 978-1-32849739-0</p> <p>Grade 6- 2018 Saxon Math Student Resource Package with 6 Year Digital Course 1 (9781328627049) 2018</p> <p>Heritage Flex Academy</p> <p>Grade K- Saxon Student Resource Package (9781328626509) 2018</p> <p>Grade 1- Saxon Student Resource Package (9781328626516) 2018</p> <p>Grade 2- Saxon Student Resource Package (9781328626523) 2018</p> <p>Grade 3- Saxon Student Resource Package (9781328626530) 2018</p> <p>Saxon Intermediate 4 Volume 1 1-60032-543-2</p> <p>Saxon Intermediate 4 Volume 2 1-60277-020-4 - 2012 Houghton Mifflin Harcourt</p> <p>Saxon Intermediate 6 Volume 1 1-60032-551-3</p> <p>Saxon Intermediate 6 Volume 2 1-60277-024-7 - 2012 Houghton Mifflin Harcourt</p> <p>Saxon Math Course 2, 2012 Houghton Mifflin Harcourt</p> <p>Saxon Math Course 3, 2012 Houghton Mifflin Harcourt Saxon Algebra 1, 2009 Houghton Mifflin</p> <p>Saxon Algebra 1, 2009 Houghton Mifflin</p> <p>Heritage Junior High</p> <p>Saxon Course 1 Hake, Stephen 2012 9781591417835</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Saxon Course 2 Hake, Stephen 2012 9781591418351</p> <p>Saxon Course 3 Hake, Stephen 2012 9781591418849</p> <p>Saxon Algebra 1 Hake, Stephen 2009 9781602773011</p> <p>Saxon Algebra 2 Hake, Stephen 2009 9781602773035</p> <p>Geometry McDougal Littrell 2004 9780618250226</p> <p>Delta Math</p>	
Science	<p>Heritage Elementary</p> <p>(Note: K-5 Amplify CKLA has science and social studies content embedded in the curriculum)</p> <p>PLTW Grades (K-4)</p> <p>Grade K:</p> <p>Launch K.1 Exploring Design item # 220-3730</p> <p>Launch K.2 Pushes and Pulls item # 220-3731</p> <p>Launch K.3 Structure and Function: Human Body item # 220-4520</p> <p>Grade 1:</p> <p>Launch 1.1 Light and Sound item # 220-3702</p> <p>Launch 1.2 Light: Observing Sun, Moon, and Stars item # 220-3703</p> <p>Launch 1.3 Animal Adaptations item # 220-4507</p> <p>Launch 1.4 Animated Storytelling item # 220-4501</p> <p>Launch 1.5 Design Inspired by Nature item # 220-7068</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Grade2:</p> <p>Launch 2.4 Grids and Games</p> <p>Launch 2.5 Living Things: Diversity of Life item # 220-7169</p> <p>Grade 3:</p> <p>Launch 3.1 Science of Flight item # 220-3706</p> <p>Launch 3.2 Forces and Interaction item # 220-3707</p> <p>Launch 3.3 Variation of Traits item # 220-6934</p> <p>Launch 3.4 Programming Patterns item # 220-4509</p> <p>Launch 3.5 Weather: Factors and Hazards item # 220-6811</p> <p>Launch 3.6 Life Cycles and Survival item # 220- 6812</p> <p>Launch 3.7 Environmental Changes item # 220-6813</p> <p>Grade 4:</p> <p>Launch 4.4 Input/Output: Human Brain item # 220-4504</p> <p>Launch 4.5 Waves and Properties of Light</p> <p>Grade 5:</p> <p>Core Knowledge Science G5 California:</p> <p>Astronomy: Space System Teacher Guide ISBN: 1-68380-552-6</p> <p>Astronomy Space Systems Reader ISBN: 1-68380-554-2</p> <p>Modeling Earth's Systems Teacher Guide ISBN: 1-68380-544-5</p> <p>Modeling Earth's Systems Reader ISBN: 1-68380-546-1</p> <p>Investigating Matter Teacher Guide ISBN: 1-68380-536-4</p> <p>Investigating Matter Reader ISBN: 1-68380-538-0</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Energy and Matter in Ecosystems Teacher Guide ISBN: 1-68380-540-2</p> <p>Energy and Matter in Ecosystems Reader ISBN: 1-68380-542-9</p> <p>Grade 6:</p> <p>Amplify Science G6 California:</p> <p>Integrated Courses Teacher Guide</p> <p>Integrated Courses Model Kits</p> <p>Integrated Courses Model Refill Kit</p> <ul style="list-style-type: none"> • Microbiome Teacher Guide ISBN: 1-942010-90-7 • Earth's Changing Climate Engineering Internship: Rooftops for Sustainable Cities, Teacher Guide ISBN: 1-942010-80-X • Earth's Changing Climate: Vanishing Ice, Teacher Guide ISBN: 1-942010-79-6 • Metabolism Engineering Internship: Health Bars for Disaster Relief, Teacher Guide ISBN: 1-942010-92-3 • Metabolism: Making the Diagnosis, Teacher Guide ISBN: 1-942010-91-5 • Ocean, Atmosphere, and Climate: Cold Years in New Zealand, Teacher Guide ISBN: 1-64276-631-3 • Thermal Energy: Using Water to Heat a School, Teacher Guide ISBN: 1-942010-85-0 • Traits and Reproduction: The Genetics of Spider Silk, Teacher Guide ISBN: 1-942010-93-1 	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Weather Patterns: Severe Storms in Galetown, Teacher Guide ISBN: 1-64276-632-1 <p>Investigation Notebooks:?</p> <ul style="list-style-type: none"> Microbiome ISBN: 1-64276-883-9 Earth's Changing Climate Vanishing Ice ISBN: 1-64089-873-5 Traits and Reproduction Earth's Changing Climate Engineering Internship ISBN: 1-64089-874-3 Metabolism Engineering Internship: Health Bars for Disaster Relief <ul style="list-style-type: none"> ISBN: 1-947002-94-5 Metabolism: Making the Diagnosis ISBN: 1-64276-889-8 Ocean, Atmosphere, and Climate: Cold Years in New Zealand ISBN: 1-64276-899-5 Thermal Energy: Using Water to Heat a School ISBN: 1-64276-919-3 Traits and Reproduction: The Genetics of Spider Silk ISBN: 1-64276-919-3 Weather Patterns: Severe Storms in Galetown ISBN: 1-64276-847-2 <p>Heritage Junior High</p> <p>Amplify Science- Phase Change: Titan's Disappearing Lakes ISBN 978-1-64276-901-2</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Amplify Science- Matter and Energy in Ecosystems: Biodome Collapses ISBN 978-1-64276-887-9	
	Amplify Science- Chemical Reactions: Mysterious Substance in Westfield's Water ISBN 978-1-64276-681-3	
	Amplify Science- Geology on Mars ISBN 978-1-64333-021-1	
	Amplify Science- Populations and Resources: Too Many Moon Jellies ISBN 978-1-64276-909-8	
	Amplify Science- Rock Transformations: Geologic Puzzle of the Rockies and Great Plains ISBN 978-1-64276-911-1	
	Amplify Science- Plate Motion: Mystery of the Mesosaurus Fossils ISBN 978-1-64276-905-0	
	Amplify Science- Plate Motion Engineering Internship: Tsunami Warning Systems ISBN 978-1-64089-868-4	
	Amplify Science- Earth, Moon, and Sun: An Astrophotographer's Challenge ISBN 978-1-64276-873-2	
	Amplify Science- Magnetic Fields: Launching a Spacecraft ISBN 978-64276-893-0	
	Amplify Science- Force and Motion: Docking Failure in Space ISBN 978-1-64276-877-0	
	Amplify Science- Natural Selection: Poisonous Newts ISBN 978-1-64276-895-4	
	Amplify Science- Harnessing Human Energy ISBN 978-64276-879-4	
	Amplify Science- Natural Selection Engineering Internship: Fighting Drug-Resistant Malaria ISBN 978-1-947002-99-9	
	Amplify Science- Evolutionary History: Advising a Paleontology Museum ISBN 978-1-64276-869-5	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Amplify Science-Light Waves: Skin Cancer in Australia ISBN 978-1-64276-881-7</p> <p>Amplify Science- Force and Motion Engineering Internship: Pods for Emergency Supplies ISBN 978-1-947002-78-4</p> <p>Explore Learning- Gizmos Application</p> <p>Heritage Flex Academy</p> <p>Grades 1-5:</p> <p>Life Science Cycle: John Muir Laws How to Teach Nature Journaling</p> <p>Earth Science and Astronomy: Exploring Nature with Anna Botsford Comstock, Constellations: An Easy Guide to Discovering the Stars, Exploring the Night Sky</p> <p>Grades 6-8:</p> <p>The Kingfisher Science Encyclopedia</p> <p>The Usborne Science Encyclopedia</p> <p>DK Encyclopedia of Science</p> <p>Biology for the Logic Stage (Teacher Guide)</p> <p>Earth Science & Astronomy for the Logic Stage (TG)</p> <p>Chemistry for the Logic Stage (Teacher Guide)</p> <p>Physics for the Logic Stage (Teacher Guide)</p> <p>Bridges and Tunnels</p>	
History-Social Science	<p>Heritage Elementary</p> <p>Grade 5:</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>World Lakes: ISBN: 978-1-68380-058-3</p> <p>Maya, Aztec, and Inca Civilizations ISBN: 1-68380-031-1</p> <p>The Age of Exploration ISBN: 1-68380-064-8</p> <p>From the Renaissance to England's Golden Age ISBN: 1-68380-274-8</p> <p>Czars and Shoguns: Early Russia and Feudal Japan ISBN: 1-68380-283-7</p> <p>The Geography of the United States ISBN: 1-68380-217-9</p> <p>Westward Expansion Before the Civil War ISBN: 1-68380-223-3</p> <p>The Civil War ISBN: 1-68380-232-2</p> <p>Native Americans and Westward Expansion Cultures and Conflicts: ISBN: 1-68380-310-8</p> <p>Grade 6:</p> <p>The Story of the World Bauer, Susan Wise ISBN: 978-1-933339-00-9</p> <p>Ancient Civilizations 0-02-150514-4 - 2009 MacMillan-McGraw Hill</p> <p>Story of Five Cities American Spirit Part 1; Jerusalem, Athens, and Rome Reader A</p> <p>Story of Five Cities Abraham, Moses and David Reader B</p> <p>Story of Five Cities American Spirit Part 1; Jerusalem, Athens, and Rome Reader C</p> <p>Heritage Junior High</p> <p>The Book of Renaissance and Reformation Times by Dorothy Mills ISBN: 978-1-59731-351-3</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>The Book of the Middle Ages by Dorothy Mills edited by Memoria Press ISBN: 978-1-61538-648-2</p> <p>The Book of the Ancient Romans by Dorothy Mills edited by Memoria Press ISBN: 978-1-61538-113-5</p> <p>California World History- Medieval and Early Modern Times: my World Interactive ISBN-13: 978-0-328-96014-9</p> <p>California World History - Medieval and Early Modern Times Active Journal</p> <p>ISBN-13 9780328960163</p> <p>We the People: The Citizen and the Constitution Teacher's Guide: Third Edition ISBN-10 0-89818-221-2</p> <p>A History of US Revised Third Edition Sourcebook and Index 9780195327250</p> <p>A History of US Revised Third Edition War, The First Americans 9780195327151</p> <p>A History of US Revised Third Edition War, Making Thirteen Colonies 9780195327168</p> <p>A History of US Revised Third Edition War, From Colonies to Country 9780195327175</p> <p>A History of US Revised Third Edition War, The New Nation 9780195327182</p> <p>A History of US Revised Third Edition War, Liberty for All? 9780195327199</p> <p>A History of US Revised Third Edition War, War, Terrible War 9780195327205</p> <p>A History of US Revised Third Edition War, Age of Extremes 978019532729</p>	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	A History of US Revised Third Edition War, Reconstructing America 9780195327212	
	A History of US Revised Third Edition War, Peace, and all that Jazz 9780195327236	
	A History of US Revised Third Edition War, All the People 9780199735532	
	Macbeth, by William Shakespeare 9781514630587	
	Rise to Rebellion, by Jeff Shaara 9780345427540	
	To Kill a Mockingbird, by Harper Lee 9780060935467	
	Killer Angels, by Michael Shaara 9780593158104	
	Narrative of the Life of Frederick Douglass, by Frederick Douglass 9780486284996	
	Lord of the Flies, by William Golding 9780399501487	
	A Man for All Seasons, by Robert Bolt 9780679728221	
	Julius Caesar, by William Shakespeare 9780486268767	
	Becket, by Jean Anouilh 9781573225083	
	King Arthur and His Knights of the Round Table, by Roger Lancelyn Green 9780141321011	
	The Children of Odin, by Padraic Colum 9780689868856	
	Heritage Flex Academy	
	The Core Knowledge Sequence: Content and Skill Guidelines for Kindergarten-Grade 8 ISBN: 978-1-890517-25-0	
	History: 3 Year Cycle of Story of the World	
	Story of the World Year 1 (2019-2020) Volume 1 Ancient Civilizations	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Story of the World Year 2 (2020-2021) Volume 2 The Middle Ages</p> <p>Story of the World Year 3 (2021-2022) Volume 3&4 Modern Ages (American Emphasis)</p> <p>A Little History of the World, E.H. Gombrich</p> <p>The Book of the Ancient Greeks, Dorothy Mills</p> <p>The Book of the Ancient Romans, Dorothy Mills</p> <p>Famous Men of Rome and Famous Men of Greece</p> <p>Kingfisher History Encyclopedia</p>	
Foreign Language		0
Health		0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

HK8

Every campus undergoes nightly cleaning and regular maintenance to ensure a safe and well-maintained environment for students and staff. Every summer, the school receives a comprehensive deep cleaning, which includes the cleaning and replacement of all vents, lights, and any damaged ceiling tiles. All painted surfaces are either repainted or touched up, carpets are thoroughly cleaned, and hard floors are stripped and re-waxed annually to maintain their durability and appearance.

Each principal has direct access to the maintenance director, allowing them to promptly report classroom or campus issues. All maintenance concerns are addressed efficiently to minimize disruptions. Additionally, the school holds maintenance contracts with pest control, drain, and landscaping companies to ensure that facilities remain in top condition throughout the year. Since 2024, all playground equipment is inspected quarterly to ensure that it is always in safe condition.

All Heritage K-8 campuses—Heritage Elementary, Heritage Flex Academy, and Heritage Junior High—are equipped with a "panic button" security system. This system, when activated during an emergency, immediately alerts first responders and restricts campus access to safeguard students and staff.

In response to COVID-19, Heritage K-8 continues to adhere to all health and safety guidelines established by the California Department of Public Health and the County of San Diego Health and Human Services Agency. These measures are in place to reduce the risk of exposure for staff, students, and visitors, ensuring that the school remains a safe place for learning and growth.

Heritage K-8 Charter School is currently housed on three campuses.

Heritage Elementary (Grades K-6, Traditional)

Heritage Elementary is housed in four buildings on East Valley Parkway in Escondido, California. The physical addresses of the buildings are as follows:

- 1845 East Valley Parkway, Escondido, CA 92027
- 1855 East Valley Parkway, Escondido, CA 92027
- 1865 East Valley Parkway, Escondido, CA 92027

- 1875 East Valley Parkway, Escondido, CA 92027

The campus has over 50,000 square feet of indoor space with 34 classrooms, a library, a multi-purpose/assembly room, and administrative offices. The outside space includes a large field covered with artificial turf.

Heritage Elementary is a “closed” campus, ensuring the safety and security of students and staff through a comprehensive perimeter fencing system. The campus is surrounded by a six-foot security fence, with an additional ten-foot fence reinforcing the back perimeter to provide enhanced protection. In 2024, enhanced perimeter fencing was installed to ensure the continued safety and security of our students. These measures create a secure learning environment while maintaining a welcoming atmosphere for families and visitors.

Over the past three years, significant improvements have been made to the campus infrastructure to ensure comfort and sustainability. Nearly 20 new HVAC units have been installed, providing reliable climate control in classrooms and common areas throughout the year. Additionally, three new roofs were completed during the same period, safeguarding the campus buildings from weather-related wear and tear while enhancing energy efficiency. These upgrades demonstrate the school’s commitment to maintaining a safe, functional, and comfortable environment for its students and staff.

Heritage Junior High (Grades 7-8, Traditional)

Heritage Junior High is housed in the East Valley Community Center, located at: 2255 East Valley Parkway, Escondido, CA 92027

The campus has over 20,000 square feet of indoor space with 15 classrooms and labs, and administrative offices. The outside space includes a large asphalt lunch and exercise area with an adjacent athletic field.

Heritage Junior High is a “closed” campus designed with student safety as a top priority. The school is secured by an eight-foot security fence surrounding the sides and back of the property, while the front entrance is protected by heavy-duty security gates. These measures ensure controlled access to the campus and provide peace of mind for students, staff, and families.

In addition to its robust security features, the campus has seen significant recent improvements to its infrastructure. Over the past year, a new roof was installed at the front of the school, enhancing the durability and weather resistance of the building. This upgrade ensures that classrooms and facilities

remain protected from the elements, contributing to a comfortable and well-maintained learning environment.

Heritage Flex Academy (Grades K-8, Flex)

Heritage Flex Academy is housed adjacent to the East Valley Community Center at: 2269 East Valley Parkway, Escondido, CA 92027

The Heritage Flex Academy campus features over 10,000 square feet of indoor space, providing a functional and welcoming environment for students and staff. The campus includes 11 classrooms, a fully equipped kitchen, and administrative offices that support the day-to-day operations of the school. These indoor facilities are thoughtfully designed to create a comfortable and engaging learning atmosphere.

The outdoor space at Heritage Flex Academy includes covered playground equipment, offering students a safe and shaded area for recreational activities and physical education. This addition enhances the overall campus experience by encouraging physical activity and social interaction in a secure environment.

Heritage Flex Academy is a "closed" campus, prioritizing student safety with a secure wall enclosing the entire perimeter. The gates are locked promptly five minutes after the school day begins, ensuring that access is carefully controlled throughout the day. These measures reflect the school's commitment to maintaining a safe and supportive environment for its students, staff, and visitors.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC and sewer systems are kept in good working order through a regular maintenance schedule. No gas leaks detected. Any needed repairs are made in a timely fashion.
Interior: Interior Surfaces	Good	Interior surfaces are in good condition. Cleaning and painting are done annually and as needed throughout the year to maintain appearance and cleanliness.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	A local pest control company is contracted to do bi-weekly inspections/treatments to help prevent pest/vermin infestation. The pest control company is also called as needed to address any activity.
Electrical: Electrical	Good	Electrical systems are in good working order. An annual inspection is conducted by the local Fire Marshall to help ensure that the electrical systems meet pertinent codes.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, sinks, and fountains are kept clean and in good working order. Deep cleaning is regularly conducted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	All fire safety elements have been certified/updated for the current year and are in good working order. The local Fire Marshal conducts an annual inspection to ensure compliance with relevant fire and hazardous material codes, including fire sprinklers, extinguishers, hazardous materials, and elevators.
Structural: Structural Damage, Roofs	Good	Structures and roofs are in good condition and any needed repairs are made in a timely fashion.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	External elements (e.g., playgrounds, school grounds, windows, doors, gates, fences, etc.) are in good condition and undergo regular maintenance. In addition to the in-depth annual inspection conducted during the summer, playground equipment also undergoes monthly visual inspections to ensure student safety. Any necessary repairs are promptly addressed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	65%	68%	41%	42%	47%	48%
Mathematics (grades 3-8 and 11)	55%	56%	32%	34%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	918	910	99.13%	0.87%	67.58%
Female	452	446	98.67%	1.33%	70.85%
Male	466	464	99.57%	0.43%	64.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	54	53	98.15%	1.85%	84.91%
Black or African American	20	19	95.00%	5.00%	73.68%
Filipino	46	46	100.00%	0.00%	69.57%
Hispanic or Latino	416	413	99.28%	0.72%	58.60%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08%	1.92%	86.27%
White	320	318	99.38%	0.62%	72.64%
English Learners	69	68	98.55%	1.45%	30.88%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	23	23	100.00%	0.00%	82.61%
Socioeconomically Disadvantaged	343	341	99.42%	0.58%	58.36%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	54	53	98.15%	1.85%	37.74%

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

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

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	918	910	99.13%	0.87%	55.93%
Female	452	446	98.67%	1.33%	50.90%
Male	466	464	99.57%	0.43%	60.78%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	54	53	98.15%	1.85%	83.02%
Black or African American	20	19	95.00%	5.00%	36.84%
Filipino	46	46	100.00%	0.00%	67.39%
Hispanic or Latino	416	413	99.28%	0.72%	43.34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08%	1.92%	72.55%
White	320	318	99.38%	0.62%	64.78%
English Learners	69	68	98.55%	1.45%	19.12%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	23	23	100.00%	0.00%	82.61%
Socioeconomically Disadvantaged	343	341	99.42%	0.58%	42.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	54	53	98.15%	1.85%	28.30%

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

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

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	44.86%	42.67%	20.90%	22.73%	30.73%	32.52%

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 in a science assessment.

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

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	307	98.71%	1.29%	42.67%
Female	155	152	98.06%	1.94%	40.13%
Male	156	155	99.36%	0.64%	45.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00%	0.00%	62.50%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	46.67%
Hispanic or Latino	153	151	98.69%	1.31%	31.13%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75%	6.25%	73.33%
White	100	99	99.00%	1.00%	50.51%
English Learners	24	24	100.00%	0.00%	4.17%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	114	113	99.12%	0.88%	29.20%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	40.00%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.2%	99.3%	97.9%	97.2%	99.3%
7	90.3%	92.0%	92.0%	90.3%	92.5%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: 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

Opportunities for Parental Involvement (School Year 2025–26)

At HK8, we believe that parents are the primary educators of their children, and we partner with them to provide quality teachers, materials, and resources so they can feel confident helping their students learn and grow in heart and mind. It is an essential principle of HK8 that students are best able to reach their full potential when there is a high level of parental involvement in their education. The school encourages all stakeholders to participate in and share responsibility for the educational process and outcomes.

To ensure our programs reflect the needs and priorities of our families, we regularly use surveys to collect parent input regarding decision-making. These surveys provide an opportunity for parents to share their perspectives, offer feedback, and suggest improvements, fostering a collaborative partnership between families and the school.

Parents will have the opportunity to be involved in their child's education through each of our programs as described below.

Heritage Elementary (Grades K-6, Traditional)

At Heritage Elementary, parents are invited to participate in various activities both in the classrooms and on campus. In the lower primary grades, parents can assist with small reading group instruction, supporting early literacy development. At all grade levels, parents can volunteer in classrooms and help with special events and classroom parties. Schoolwide, parents can volunteer in the library, assist in the office or uniform room, and participate in lunch fundraisers, major schoolwide events, and assemblies. Additionally, parents are invited to serve as chaperones for school field trips.

Heritage Junior High (Grades 7-8, Traditional)

At Heritage Junior High, parents have multiple ways to stay involved in their student's education. They can access the email homework list to keep current with their student's assignments and monitor progress through 24-hour access to their student's grades. Weekly newsletters provide updates on upcoming school activities and volunteer opportunities, such as chaperoning student dances and field trips, helping to coordinate and staff the

annual book fair and teacher appreciation week, and participating in extracurricular activities as coaches or assistant coaches.

Heritage Flex Academy (Grades K-8, Flex)

At Heritage Flex Academy, parents are integrally involved in their student's daily educational progress. In the Home Learning option, parents serve as the primary educators for their students, with guidance and support from a credentialed teacher and Academic Adviser. In the Flex Hybrid option, parents collaborate with the school, sharing educational responsibilities two days per week. On non-classroom days, parents are actively involved in tailoring the curriculum to their student's individual learning needs, ensuring a personalized and effective educational experience.

State Priority: Pupil Engagement

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

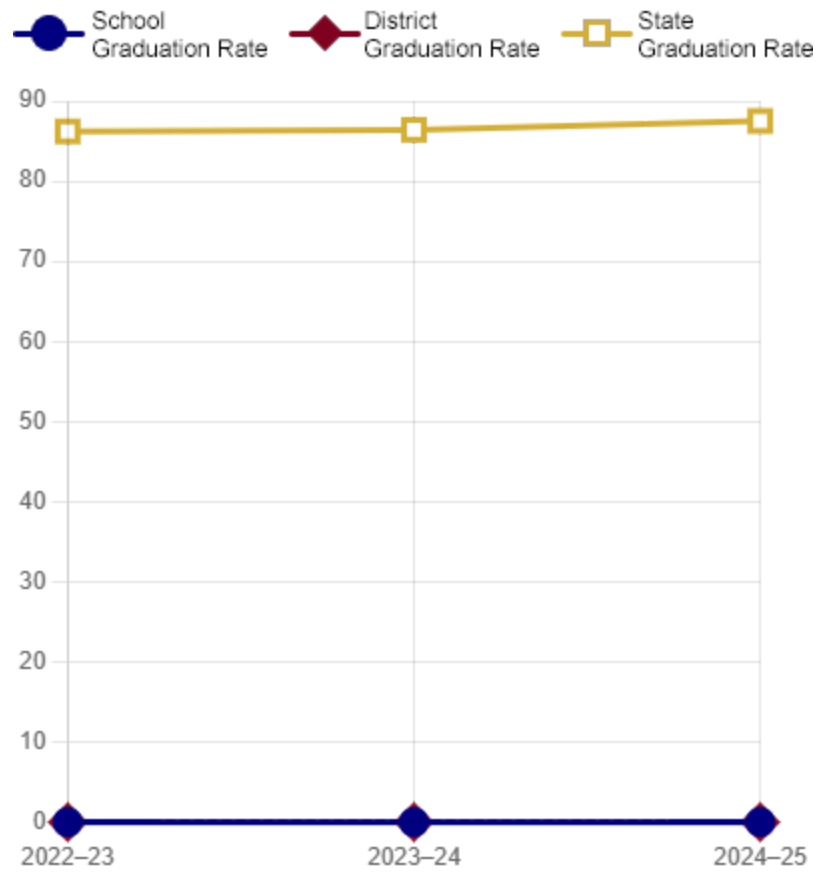
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

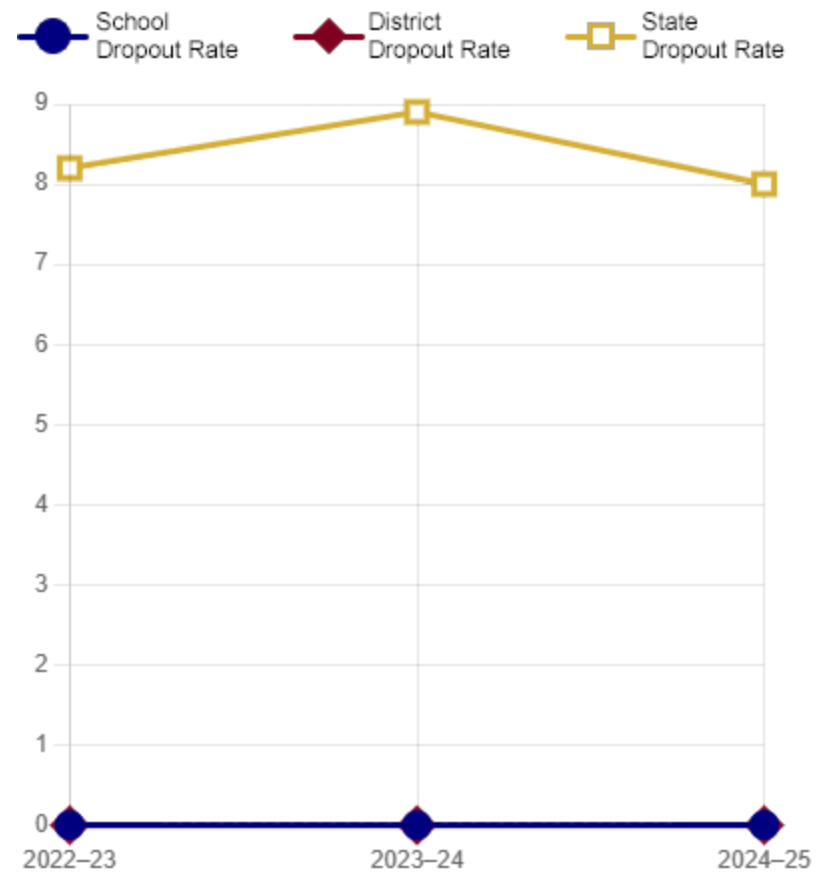
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	--	--		--	--		86.2%	86.4%	87.5%
Dropout Rate	--	--		--	--		8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1368	1354	49	3.6%
Female	697	691	27	3.9%
Male	671	663	22	3.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	0	0.0%
Asian	91	89	4	4.5%
Black or African American	24	24	1	4.2%
Filipino	66	66	0	0.0%
Hispanic or Latino	630	626	31	5.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	1	5.3%
White	486	478	9	1.9%
English Learners	109	108	4	3.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	528	518	34	6.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	108	106	5	4.7%

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

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.68%	0.45%	0.73%	3.22%	2.88%	2.19%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.16%	0.11%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73%	0.00%
Female	0.43%	0.00%
Male	1.04%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.95%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.82%	0.00%
English Learners	0.92%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.95%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	1.85%	0.00%

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

School Safety Plan (School Year 2025–26)

HK8 is committed to providing a safe and orderly learning environment. The school has developed a Board-approved **Comprehensive School Safety Plan**, as required by state law, which is updated annually, most recently in the fall of 2025. HK8 ensures a secure campus to prioritize student safety before, during, and after the school day. Fire drills are conducted at least twice each school year, and lockdown drills are held at least once annually. Additionally, HK8 maintains an **Emergency Procedures Manual** detailing protocols for various emergency situations, including building evacuation, lockdown, and building containment.

All classrooms are equipped to receive intercom instructions from the main office during emergencies, and personnel have been trained on the appropriate protocols and procedures. To facilitate rapid communication, the school emphasizes the use of walkie-talkies among administrators and support staff. Furthermore, all HK8 campuses are equipped with emergency "**panic buttons**" that, when activated, alert first responders and restrict campus access to enhance security.

Beginning in January 2023, all HK8 students participated in an annual week-long safety training known as **H.E.R.O. Week**. The purpose of this program is to prepare staff and students with appropriate responses to potential threats—**Hide, Escape, Run, and Overcome**. While the program was designed to be completed within a week, it allowed flexibility in how each school delivered the curriculum to best meet the needs of their students.

During H.E.R.O. Week, students developed essential safety and critical thinking skills associated with the four protective actions. Each day included a 30-minute lesson featuring age-appropriate activities, engaging stories, and meaningful classroom discussions. This approach ensured that students were prepared in a non-threatening, supportive, and empowering environment. Once the lessons were completed, the school conducted schoolwide safety drills that exceeded the safety standards required by state and local regulations.

In addition to the H.E.R.O. Week training, the entire HK8 staff participates in periodic in-person and virtual safety trainings. For example, in the 2023–24 school year, staff participated in intruder safety training hosted by Safe Schools Inc. During these sessions, law enforcement experts shared the latest science behind school safety, discussed the potential signs of school violence, and reviewed the appropriate responses to potential threats. This training, which also uses the H.E.R.O. framework, underscores HK8's commitment to ensuring the safety of its students and staff.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	8	0	0
1	20.00	5	1	0
2	20.00	6	0	0
3	23.00	1	5	0
4	24.00	2	16	0
5	24.00	1	17	0
6	23.00	4	20	0
Other**	7.00	3	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	6	0	0
1	20.00	6	0	0
2	20.00	6	0	0
3	22.00	1	5	0
4	24.00	2	12	0
5	24.00	1	13	0
6	22.00	4	15	0
Other**	10.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	6	0	0
1	19.00	5	1	0
2	20.00	6	0	0
3	22.00	2	4	0
4	23.00	2	18	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	23.00	4	16	0
6	23.00	4	20	0
Other**	12.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	13	16	0
Mathematics	21.00	12	5	0
Science	23.00	6	10	0
Social Science	23.00	6	10	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	14	14	0
Mathematics	19.00	16	1	0
Science	21.00	9	7	0
Social Science	21.00	8	8	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	9	7	0
Mathematics	19.00	13	5	0
Science	22.00	7	9	0
Social Science	18.00	4	0	0

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	329

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	5.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13198.00	\$1965.00	\$11233.00	\$65580.00
District	N/A	N/A	--	\$94939.00
Percent Difference – School Site and District	N/A	N/A	--	36.60%
State	N/A	N/A	\$11146.18	\$101700.00
Percent Difference – School Site and State	N/A	N/A	0.78%	43.20%

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

Types of Services Funded (Fiscal Year 2024–25)

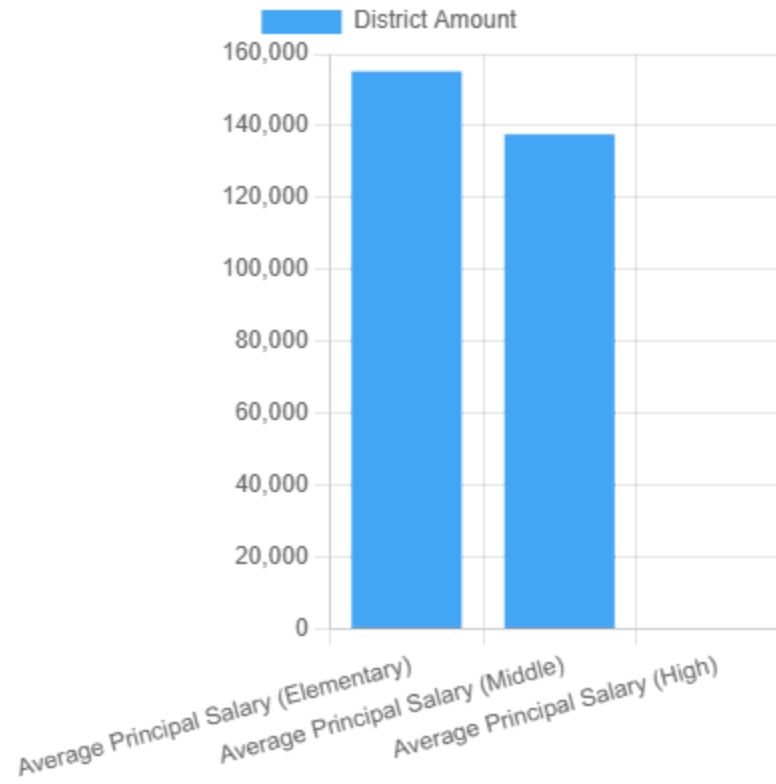
The total cost of operating Heritage K-8 Charter School for the 2024-25 school year was \$16,388,711.29. Fifty-five percent (55%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. forty-five percent (45%) of the total budget was spent at the school site for certificated and classified support services such as office personnel, counselors, technology support, and school administrators.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57601.00	\$61596.88
Mid-Range Teacher Salary	\$73182.00	\$98902.37
Highest Teacher Salary	\$92539.00	\$126339.83
Average Principal Salary (Elementary)	\$155159.00	\$158382.71
Average Principal Salary (Middle)	\$137640.00	\$165207.00
Average Principal Salary (High)	\$0.00	\$162237.00
Superintendent Salary	\$230000.00	\$288331.69
Percent of Budget for Teacher Salaries	30.50%	31.29%
Percent of Budget for Administrative Salaries	4.70%	5.38%

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





Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	8