

Heritage K-8 Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

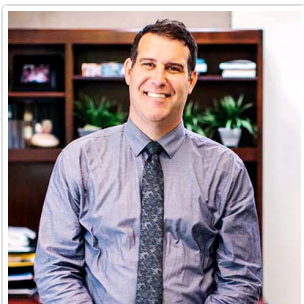
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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).

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.



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 information about our school, its programs, and its performance. The SARC serves as an important form of communication between Heritage K-8 Charter School and the community.

Since its doors opened in 2003, Heritage K-8 Charter School has remained committed to its original mission of improving student achievement through a rigorous curriculum that focuses on the mastery of fundamental skills and knowledge and the importance of character education. After fifteen years, Heritage K-8 Charter Schools has created a legacy of high academic achievement.

At the heart of Heritage K-8 Charter School's success is its belief that parents are the primary educators of their students. Because we believe parents are ultimately responsible for the moral and intellectual development of their children, the school works in partnership with parents to help them fulfill those responsibilities. We encourage parents to participate in their student's education and become involved in every aspect of the learning process.

We invite you to learn more about our academic programs by visiting our website at www.amhcs.org.

Shawn Roner, Executive Director

Contact

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

*Phone: 760-737-3154
E-mail: sroner@ech.s.org*

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|----------------------------------------------------|--------------------------------------------------------|
| District Name | Escondido Union |
| Phone Number | (760) 432-2400 |
| Superintendent | Luis Ibarra |
| E-mail Address | libarra@eusd.org |
| Web Site | http://www.eusd.org |

| School Contact Information (School Year 2018—19) | |
|--------------------------------------------------|------------------------------------------------------|
| 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 |
| E-mail Address | roner@echhs.org |
| Web Site | www.amhcs.org |
| County-District-School (CDS) Code | 37680980101535 |

Last updated: 1/10/2019

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

Mission

The mission of Heritage K-8 Charter School is to provide a high-quality, safe, and orderly learning environment that will help all students, in kindergarten through eighth grade, prepare for high school, college, and a successful career. The School strives to develop in students a solid base of foundational knowledge, critical thinking skills, and positive character traits including honesty, integrity, and personal responsibility. The School also seeks to instill in all students the traditional ideals of hard work, discipline, and service necessary to provide leadership in the community and enjoy a productive and meaningful life.

Vision

To fulfill the Mission of Heritage K-8 Charter School, the faculty and staff: acknowledge the primary responsibility that parents have for their student's moral and intellectual development; challenge students with rigorous academic coursework using a variety of instructional methods, both traditional and innovative, that allow each student to realize his or her individual potential; believe that the study of Great Books and American history inspires our students to fulfill their responsibilities as citizens of their community, state, and nation; and encourage our students to develop leadership skills and provide service to the community.

Educational Philosophy

Students in elementary school are receptive to learning factual information and will readily memorize. At this age, we focus on fundamental skills and knowledge that will help them to learn more as they mature. In English, we focus on the fundamentals of language - spelling, writing, and reading. In mathematics, we use Saxon Math to teach foundational skills centered on numbers, functions, equations, and practical uses for math. We introduce our students to primary concepts in science, history, art, and music, and we help them to develop the practical skills of observation, listening, and memorization as they build their own framework for learning.

As they progress to junior high, students begin to recognize that they are a part of a larger human family, and it is important to introduce them to the ideas that have influenced western thought throughout history. Through the study of Great Books and the history of western civilization, we build the context for a greater understanding of the modern world. We offer a rigorous curriculum that emphasizes strong language skills, develops critical thinking capabilities, and enhances problem-solving faculties.

Starting in kindergarten and continuing on through junior high, we place a strong emphasis on American heritage. We embrace the philosophy of the nation's founders and hope to pass along important values to the next generation. We seek to highlight our history and want our students to understand that this grand experiment in self-government, which has suffered through great trials, will require their careful attention as they become tomorrow's leaders. We believe that students need to be well-rounded for success in life, so we promote the traditional values of hard work, integrity, and personal responsibility.

Educational Program Learning Options

The School offers two distinct approaches to instruction - Traditional Learning and Flex Learning. In the Traditional Learning option students attend classes five days per week with classroom instruction, small group discussions, and student presentations. The Traditional Learning option is offered at Heritage Elementary (grades K-6) and Heritage Junior High (grades 7-8). The Flex Learning option provides a range of learning opportunities from a hybrid approach that utilizes the best features of classroom instruction coupled with home learning, to full home learning. The Flex Learning option is offered at Heritage Flex Academy (grades K8).

Heritage Elementary (Grades K-6)

Heritage Elementary serves students in kindergarten through sixth grade in a traditional classroom setting. Our students work with one teacher in the same classroom throughout the day. Class sizes are intentionally kept small to ensure that each student gets the attention he or she deserves.

At Heritage Elementary, we focus on fundamentals. We teach students foundational math, reading, grammar, history, and science. We help them to develop the practical skills of observation, listening, and memorization through class activities that are designed to train their young minds and help them develop personal learning strategies that will make learning easier over time.

In addition to the fundamentals, we believe strongly that character counts. Each month, we highlight positive character traits that we hope our students will adopt. We use age appropriate books with positive messages to introduce concepts such as integrity, industriousness, and responsibility to our students.

Heritage Junior High (Grades 7-8)

Heritage Junior High is a classroom-based Traditional Learning option for grades seven and eight. At this stage, our role is to take students who have acquired fundamental knowledge in elementary school and help them develop the critical thinking skills they will need as they move on to high school. Our curriculum is rigorous, but that rigor is necessary to prepare them for the challenging academics they will encounter in the high school environment.

Even as we introduce our students to higher order thinking, we remain committed to our focus on fundamentals. Reading and writing are essential to academic success, and we emphasize both. We use a Great Books curriculum for our literature classes, and we require additional English classes in academic writing. For math, we use the Saxon method, which is the same method used in our elementary and high schools, giving our students a seamless transition from one school to the next. We teach physical science and earth science, and help our students to understand the scientific method. For our history classes, we focus on western civilization and U.S. history. We believe it is imperative for our students to understand the roots of our uniquely American culture, so they can place current events in perspective. We offer enrichment courses in the arts and foreign language, and we offer curricular clubs to help round out each student's experience.

The manner in which we use technology in the classroom - in what we call a "blended" environment - is one of the unique features of Heritage Junior High. Blended classes utilize technology to teach the factual content, giving teachers more time to spend with their students face to face, developing critical-thinking and logic skills. The interactive electronic lessons can be accessed from anywhere, so students can prepare for class while at home and then participate in discussions or activities about the material with their teacher in the classroom. Of course, not all subjects are suited for a blended environment. We have found that the natural and social sciences are the two areas where we get the most gain using the blended approach. Math, Great Books, and academic writing rely heavily on personal interaction with the teacher in the classroom where the teacher has an opportunity to evaluate the learning process continuously.

Heritage Flex Academy (Grades K-8)

Classically inspired Heritage Flex Academy offers two options to suit the needs of home-learning families. Both options include an opportunity to take one-day-a-week exploratory courses throughout the year on topics such as dance, Latin, culinary arts, art, student leadership, yearbook, and physical education.

Flex Hybrid

Heritage Flex Academy offers a hybrid classroom/home learning program that incorporates the best of our classically-inspired classroom instruction with home instruction by parent educators using teacher-designed lesson plans. Students enrolled in the Hybrid Learning option receive professional instruction on campus, two days a week, and learn at home under the mentorship of their parents the remaining three days. We use a Great Books curriculum for our literature classes, and for math, we use the Saxon method, which is the same method used in our high school, giving our students a seamless transition from one school to the next. Parents who choose the Hybrid Learning option are able to select either a Tuesday/Thursday schedule or a Wednesday/Friday schedule. Class sizes are small, and the curriculum is thoughtfully designed to facilitate easy parent interaction with the required material. The Heritage Flex Academy curriculum also recognizes the central role that art and music play in a young student's intellectual development. Therefore, art and music are integrated into the core curriculum. Additional arts, athletics, and tutorial services are available as optional electives on Exploration Monday.

Flex Home Learning

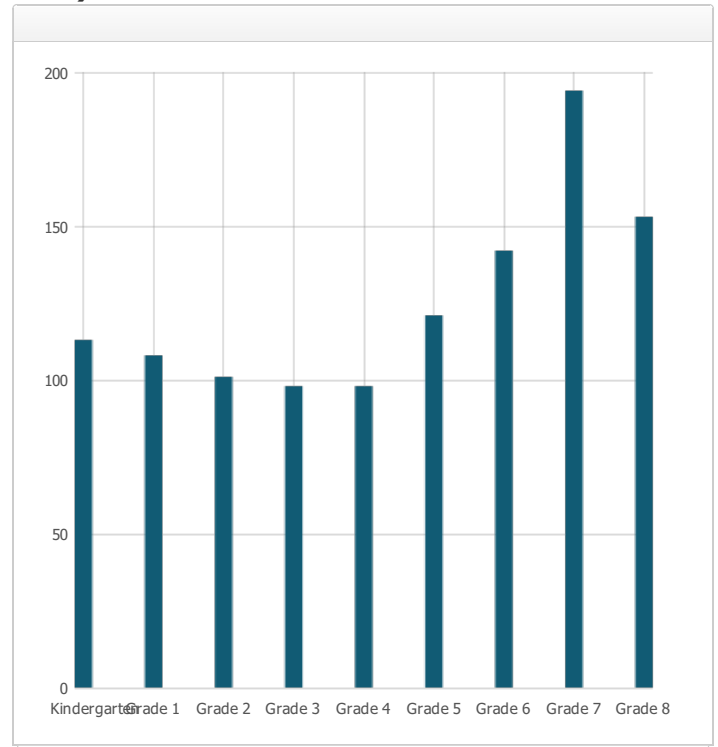
At Heritage Flex Academy, parents have the option of teaching their students at home five days a week, through our Home Learning option, using classically inspired curriculum designed with the parent educator in mind. Each family is provided with support from a highly-qualified credentialed teacher, known as

an Academic Adviser. Our Academic Advisers have served many years in the home school community and are familiar with a broad scope of home-school friendly curricula. They can help parents to navigate the classically-inspired curriculum options we recommend, and they can consider parent suggestions for new curriculum, when the coursework meets our rigorous standards. Curriculum selection is truly a partnership where the needs of the parents and the students are carefully considered and a course of study is tailored to the talents of each student. Academic Advisers also facilitate regular meetings with parents and students and are available to answer questions, or for consultation, coaching, and support.

Last updated: 1/24/2019

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 113 |
| Grade 1 | 108 |
| Grade 2 | 101 |
| Grade 3 | 98 |
| Grade 4 | 98 |
| Grade 5 | 121 |
| Grade 6 | 142 |
| Grade 7 | 194 |
| Grade 8 | 153 |
| Total Enrollment | 1128 |



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.6 % |
| American Indian or Alaska Native | 1.1 % |
| Asian | 5.0 % |
| Filipino | 4.8 % |
| Hispanic or Latino | 44.1 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 39.9 % |
| Two or More Races | 2.1 % |
| Other | 1.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 46.1 % |
| English Learners | 8.9 % |
| Students with Disabilities | 3.5 % |
| Foster Youth | % |

A. Conditions of Learning

State Priority: Basic

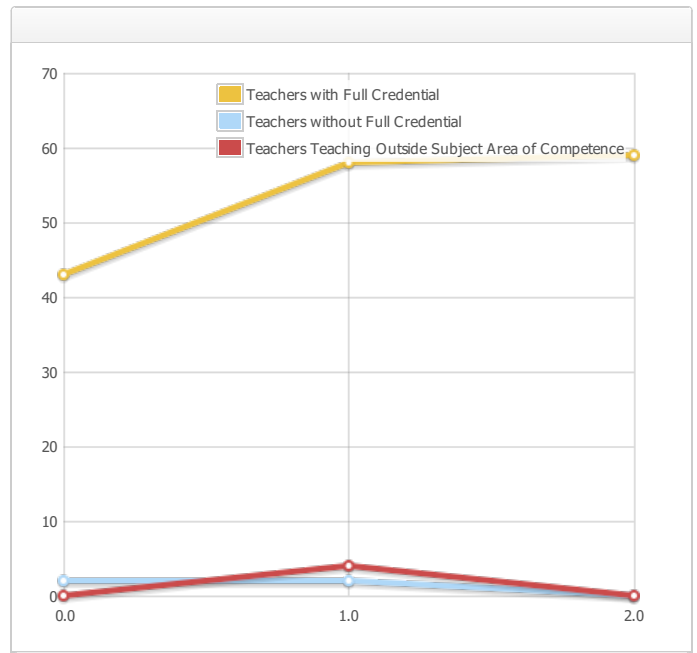
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

Teacher Credentials

District staff information is not available, therefore the district section will remain blank.

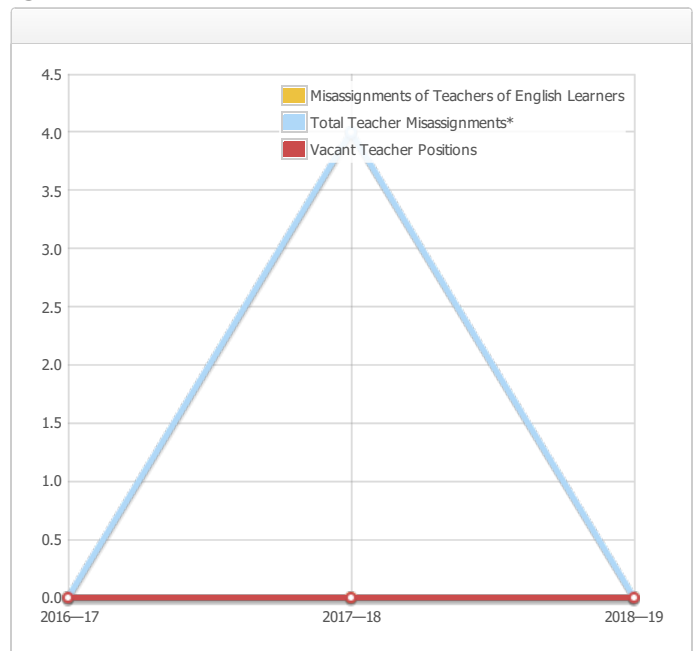
| Teachers | School 2016—2017 | School 2017—2018 | School 2018—2019 | District 2018—2019 |
|-----------------------------------------------------------------------------|------------------|------------------|------------------|--------------------|
| With Full Credential | 43 | 58 | 59 | |
| Without Full Credential | 2 | 2 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 4 | 0 | |



Last updated: 1/23/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—2017 | 2017—2018 | 2018—2019 |
|------------------------------------------------|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 4 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

Last updated: 1/23/2019

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

Year and month in which the data were collected: January 2019

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts | Heritage Elementary | Yes | 0.0 % |
| | California Treasures Volume 1 Teacher's Edition 978-0-02-199997-2 California Treasures Volume 2 Teacher's Edition 978-0-02-199998-9 California Treasures Volume 3 Teacher's Edition 978-0-02-199999-6 California Treasures Volume 4 Teacher's Edition 978-0-02-200001-1 California Treasures Volume 5 Teacher's Edition 978-0-02-200002-8 California Treasures Volume 6 Teacher's Edition 978-0-02-200003-5 California Treasures Volume 7 Teacher's Edition 978-0-02-201922-8 California Treasures Volume 8 Teacher's Edition 978-0-02-201923-5 California Treasures Volume 9 Teacher's Edition 978-0-02-201924-2 California Treasures Volume 10 Teacher's Edition 978-0-02-201925-9 CA Treasures Volume 1.1 0-02-199961-9 CA Treasures Volume 1.2 0-02-199962-7 CA Treasures Volume 1.3 0-02-199963-5 CA Treasures Volume 1.4 0-02-199964-3 CA Treasures Volume 1.5 0-02-199965-1 CA Treasures Volume 1.6 0-02-202195-7 2009 MacMillan-McGraw Hill CA Treasures Volume 2.1 0-02-199966-X CA Treasures Volume 2.2 0-02-199967-8 CA Treasures Volume 3.1 0-02-199968-6 CA Treasures Volume 3.2 0-02-199969-4 2009 MacMillan-McGraw Hill CA Treasures 0-02-199970-8 2009 MacMillan-McGraw Hill CA Treasures 0-02-199971-6 2009 MacMillan-McGraw Hill CA Treasures 0-02-199972-4 2009 MacMillan-McGraw Hill | | |
| | Heritage Junior High | | |
| | Grammar and Writing 8th Grade Curtis Hake 2013 9781935839231 To Kill a Mockingbird Harper Lee 9780446310786 The Hobbit J.R. Tolkien 9780345339683 Fahrenheit 451 Ray Bradbury 1451673310 King Arthur Roger Lancelyn Green 9780141321011 The Children of Odin Padric Colum 9780068968856 Julius Caesar William Shakespeare 800759268764 | | |
| | Heritage Flex Academy | | |
| | California Treasures Volume 1 Teacher's Edition 978-0-02-199997-2 California Treasures Volume 2 Teacher's Edition 978-0-02-199998-9 California Treasures Volume 3 Teacher's Edition 978-0-02-199999-6 California Treasures Volume 4 Teacher's Edition 978-0-02-200001-1 California Treasures Volume 5 Teacher's Edition 978-0-02-200002-8 California Treasures Volume 6 Teacher's Edition 978-0-02-200003-5 California Treasures Volume 7 Teacher's Edition 978-0-02-201922-8 California Treasures Volume 8 Teacher's Edition 978-0-02-201923-5 California Treasures Volume 9 Teacher's Edition 978-0-02-201924-2 California Treasures Volume 10 Teacher's Edition 978-0-02-201925-9 CA Treasures Volume 1.1 0-02-199961-9 CA Treasures Volume 1.2 0-02-199962-7 CA Treasures Volume 1.3 0-02-199963-5 CA Treasures Volume 1.4 0-02-199964-3 CA Treasures Volume 1.5 0-02-199965-1 CA Treasures Volume 1.6 0-02-202195-7 2009 MacMillan-McGraw Hill CA Treasures Volume 2.1 0-02-199966-X CA Treasures Volume 2.2 0-02-199967-8 CA Treasures Volume 3.1 0-02-199968-6 CA Treasures Volume 3.2 0-02-199969-4 2009 MacMillan-McGraw Hill CA Treasures 0-02-199970-8 2009 MacMillan-McGraw Hill Core Skills Phonics K and 1, 978-0-544-26773-2, 978-0-544-26774-9, Houghton Mifflin Harcourt Core Skills Phonics Level 2, 978-0-544-26775-6, Houghton Mifflin Harcourt Easy Grammar 3, 2006, Easy Grammar Systems | | |

Easy Grammar 4, 2008, Easy Grammar Systems
 Easy Grammar 5, 2008, Easy Grammar Systems
 Easy Grammar 6, 2008, Easy Grammar Systems
 Easy Grammar Plus, 2008 Easy Grammar Systems
 180 Daily Teaching Lessons Grade 8, 2008 Easy Grammar Systems
 Teaching Writing, Structure and Style, 2nd Edition, 1999-2018 Institute
 For Excellence in Writing

| | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|
| Mathematics | <p>Heritage Elementary</p> <p>Saxon Student Refill Kit & Classroom Materials 9781600327599 Saxon Student Refill Kit 9781602770737 Saxon Student Refill Kit 9781602770744 Saxon Student Refill Kit 9781602770751 Saxon Intermediate 4 Volume 1 1-60032-543-2 Saxon Intermediate 4 Volume 2 1-60277-020-4 Saxon Intermediate 5 Volume 1 1-60032-549-1 Saxon Intermediate 5 Volume 2 1-60277-022-0 Saxon Intermediate 6 Volume 1 1-60032-551-3 Saxon Intermediate 6 Volume 2 1-60277-024-7 Houghton Mifflin Harcourt 2008</p> <p>Heritage Junior High</p> <p>Saxon Course 1 Stephen Hake 2012 9781591417835 Saxon Course 2 Stephen Hake 2012 9781591418356 Saxon Course 3 Stephen Hake 2012 9781591418849 Saxon Algebra 1 Stephen Hake 2009 9781602773011 Saxon Algebra 2 Stephen Hake 2009 9781602773035 Geometry McDougal Littrell 2004 9780618250226</p> <p>Heritage Flex Academy</p> <p>Saxon Math K, Volume 1 & 2, Student Refill Kit & Classroom Materials 9781600327599 2012 Houghton Mifflin Harcourt Saxon Math 1, Student Refill Kit 9781602770737 2012 Houghton Mifflin Harcourt Saxon Math 2, Student Refill Kit 9781602770744 2012 Houghton Mifflin Harcourt Saxon Math 3, Student Refill Kit 9781602770751 2012 Houghton Mifflin Harcourt Saxon Intermediate 4 Volume 1 1-60032-543-2 Saxon Intermediate 4 Volume 2 1-60277-020-4 2012 Houghton Mifflin Harcourt Saxon Intermediate 6 Volume 1 1-60032-551-3 Saxon Intermediate 6 Volume 2 1-60277-024-7 2012 Houghton Mifflin Harcourt Saxon Math Course 2, 2012 Houghton Mifflin Harcourt Saxon Math Course 3, 2012 Houghton Mifflin Harcourt Saxon Algebra 1, 2009 Houghton Mifflin Harcourt</p> | Yes | 0.0 % |
| Science | <p>Heritage Elementary</p> <p>Guided Science Readers SuperSet Animals Teaching Guide and Materials 0-545-44272-9 National Geographic Kids Series Science Student Edition 0-02-280034-4 Science 2002 McGraw Hill Science Student Edition 0-02-280035-2 Science MacMillan 2002 Science 0-02-280036-0 Science McGraw-Hill 2002 Science 0-02-284379-5 Science 2009 MacMillan-McGraw Hill Science 0-02-284379-5 Science 2009 MacMillan-McGraw Hill Science 0-02-284381-7 Science 2009 MacMillan-McGraw Hill</p> <p>Heritage Junior High</p> <p>6 Year Earth Science (7th grade) Holt McDougal 2012 9780544317338 6 Year Life Sciences (7th grade) Holt McDougal 2012 9780544317314 6 Year Physical Science (8th grade) Holt McDougal 2012 9780544317352</p> <p>Heritage Flex Academy</p> | Yes | 0.0 % |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----|-------|
| Elemental Science, Inc.; Earth Science & Astronomy for the Grammar Stage, 2014, updated edition Elemental Science, Inc.; Earth Science and Astronomy for the Logic Stage, 2016, 2nd edition Elemental Science, Inc.; Chemistry for the Grammar Stage, 2017, updated edition Elemental Science, Inc.; Chemistry for the Logic Stage, 2017, 3rd edition Elemental Science, Inc.; Biology for the Grammar Stage Elemental Science, Inc.; Biology for the Logic Stage | | | |
| History-Social Science | Heritage Elementary | Yes | 0.0 % |
| Scholastic News Let's Find Out Magazines- Weekly Publications Scholastic News Magazine- Weekly Publication CA Vistas People and Places 0-02-150517-9 2007 MacMillan McGraw Hill Scholastic News Magazines- Weekly Publication 0-02-150511-X 2009 MacMillan-McGraw Hill Our Golden State 0-02-150512-8 2009 MacMillan-McGraw Hill Making A Nation 0-02-150513-6 2009 MacMillan-McGraw Hill Ancient Civilizations 0-02-150514-4 2009 MacMillan-McGraw Hill Heritage Junior High World History Full Survey Holt McDougal 2012 9780544318632 U.S. History Holt McDougal 2012 9780030412288 Heritage Flex Academy CA Vistas People and Places 0-02-150517-9 2007 MacMillan McGraw Hill 0-02-150511-X2009 MacMillan-McGraw Hill Our Golden State 0-02-150512-82009 MacMillan-McGraw Hill Making A Nation 0-02-150513-62009 MacMillan-McGraw Hill Ancient Civilizations 0-02-150514-42009 MacMillan-McGraw Hill | | | |
| Foreign Language | N/A | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/23/2019

School Facility Conditions and Planned Improvements

Heritage K-8 Charter School is currently housed on three campuses. Visitors to each campus must check in at the Main Office and wear visitor badges. In addition, all staff members are trained to report any disturbances or unauthorized visitors, and administrators frequently tour the campus to ensure the well-being of all students.

We consider student and staff safety a top priority and are prepared for major emergency situations. Simplified emergency procedures for various emergencies (e.g., fire, earthquake, etc.) are promulgated to the staff, reviewed with the students, and practiced on campus at regular intervals. Heritage Elementary, Heritage Junior High, and Heritage Flex Academy have board-approved Comprehensive School Safety Plans as required by law.

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, secured by a six-foot security fence around the entire perimeter plus an additional ten-foot fence on the back perimeter. Two full-time maintenance/security personnel are on campus throughout the school day.

In the summer of 2018, all of the interior walls were painted.

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, secured by an eight-foot security fence around the sides and back and with heavy gates on the front. Two full-time maintenance/security personnel are on campus throughout the school day.

In the summer of 2018, all of the interior walls were painted.

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 has over 10,000 square feet of indoor space with 11 classrooms, a kitchen, and administrative offices. The outside space includes covered playground equipment.

Heritage Flex Academy is also a "closed" campus secured by a wall around the entire perimeter. Gates are locked five minutes after the school day begins. Maintenance/security personnel are on campus throughout the school day.

Heritage Flex Academy underwent a full renovation in the summer of 2016 and is not in need of any maintenance at this point.

Last updated: 1/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | All A/C units were replaced in the 2016-17 school year. No additional maintenance is required at this time. |
| Interior: Interior Surfaces | Good | The carpet is one year old and all interior surfaces were painted over the 2018 summer. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | The facilities were deep cleaned over the summer, and we have a regular cleaning schedule that we follow throughout the year. We contract with a pest control company to ensure that we do not have problems with pests. |
| Electrical: Electrical | Good | No action is necessary. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | All of our restrooms are in good condition and all drinking fountains are in good working order. |
| Safety: Fire Safety, Hazardous Materials | Good | All fire extinguishers are serviced yearly and sprinkler systems are inspected on an annual basis. All campuses passed their annual fire inspection. |
| Structural: Structural Damage, Roofs | Good | Roofs have been repaired or resurfaced over the last two years. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | All windows, fences, and gates are in good working order. |

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/23/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 59.0% | 60.0% | 41.0% | 44.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 51.0% | 57.0% | 29.0% | 32.0% | 37.0% | 38.0% |

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

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

Last updated: 1/10/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 807 | 784 | 97.15% | 59.69% |
| Male | 396 | 389 | 98.23% | 53.47% |
| Female | 411 | 395 | 96.11% | 65.82% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 43 | 42 | 97.67% | 78.57% |
| Filipino | 39 | 38 | 97.44% | 86.84% |
| Hispanic or Latino | 354 | 345 | 97.46% | 48.12% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 317 | 306 | 96.53% | 67.65% |
| Two or More Races | 22 | 21 | 95.45% | 57.14% |
| Socioeconomically Disadvantaged | 329 | 323 | 98.18% | 49.23% |
| English Learners | 144 | 144 | 100.00% | 37.50% |
| Students with Disabilities | 23 | 21 | 91.30% | 33.33% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

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

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

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

Last updated: 1/10/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 807 | 782 | 96.90% | 57.29% |
| Male | 396 | 388 | 97.98% | 59.28% |
| Female | 411 | 394 | 95.86% | 55.33% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 43 | 42 | 97.67% | 80.95% |
| Filipino | 39 | 38 | 97.44% | 81.58% |
| Hispanic or Latino | 354 | 345 | 97.46% | 42.03% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 317 | 304 | 95.90% | 68.75% |
| Two or More Races | 22 | 21 | 95.45% | 57.14% |
| Socioeconomically Disadvantaged | 329 | 323 | 98.18% | 42.41% |
| English Learners | 144 | 143 | 99.31% | 32.87% |
| Students with Disabilities | 24 | 22 | 91.67% | 31.82% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

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

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

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

Last updated: 1/10/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|----------------------------------------|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

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

Last updated: 1/10/2019

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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5 | 13.9% | 32.8% | 32.0% |
| 7 | 12.6% | 20.0% | 41.6% |

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.

Last updated: 1/10/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

It is an essential principle of Heritage K-8 Charter School that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. The school encourages all stakeholders to participate in and share responsibility for the educational process and educational results.

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

Heritage Elementary (Grades K-6, Traditional)

At Heritage Elementary, parents are invited to participate in many activities in the classrooms and on campus. In the lower primary grades, parents have the opportunity to assist in small reading group instruction. At all grade levels, parents can volunteer in the classrooms and can assist with special classroom events and classroom parties. Schoolwide, parents can volunteer in the library and can assist in the office or uniform room. Parents can also be involved in lunch fundraisers and major schoolwide events and assemblies, and are invited to assist as chaperones on School field trips.

Heritage Junior High (Grades 7-8, Traditional)

At Heritage Junior High, parents have the opportunity to be involved in their student's education in many ways. They can keep current with their student's homework assignments through the email homework list. They also have 24-hour access to their student's grades, so they can monitor and assist their students at home. Parents get a weekly newsletter updating them on upcoming school activities and volunteer opportunities. Those opportunities include serving as chaperones at student dances and field trips, helping to coordinate and staff the annual book fair and teacher appreciation week, and getting involved in the School's extra-curricular activities as coaches and 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 are the primary educators of their students with the guidance and support of a credentialed teacher and Academic Adviser. Parents in the Flex Hybrid option are also involved in their student's educational program, but they share that responsibility with the school two days per week. This learning model requires parent involvement on non-classroom days and enables parents to tailor the curriculum to their student's learning needs. Parents also have opportunities to volunteer in their student's classroom, to help out with the School's enrichment program, or to assist with office administrative tasks.

State Priority: Pupil Engagement

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

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

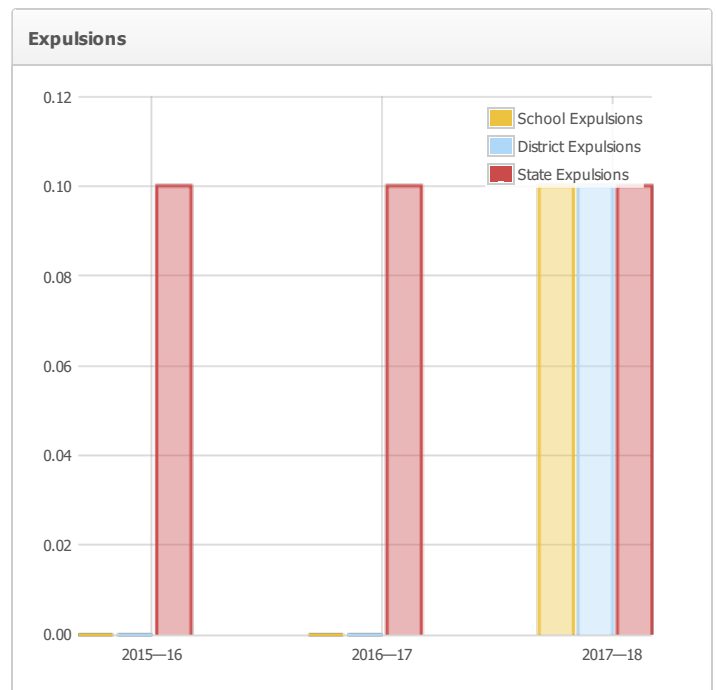
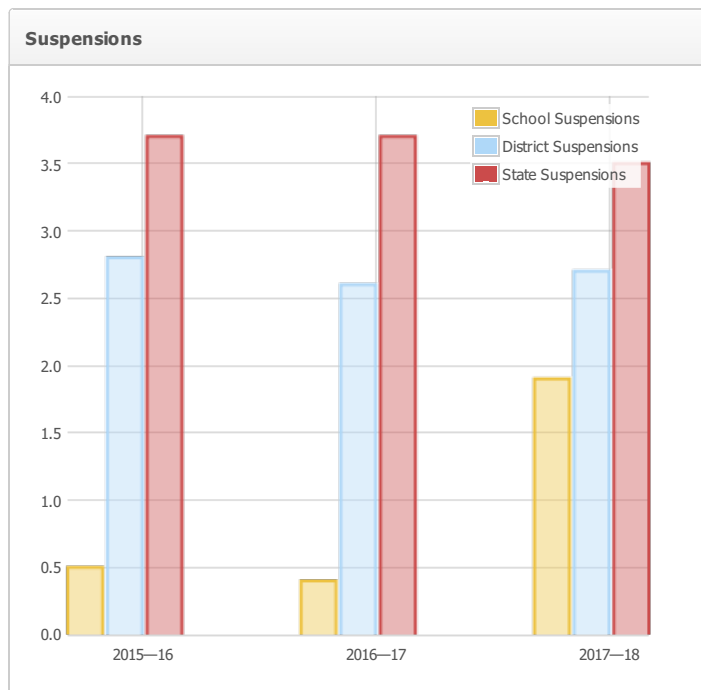
State Priority: School Climate

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

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 0.5% | 0.4% | 1.9% | 2.8% | 2.6% | 2.7% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Heritage K-8 Charter School prides itself on providing a safe, orderly learning environment. Fire drills are held at least twice each school year, and lock-down drills are held at least once each school year. The school has an Emergency Procedures manual that details protocols in emergency situations including building evacuation, lock-down, and building containment. All classrooms are equipped to receive intercom instructions from the main office in case of an emergency, and personnel have been trained on protocols and procedures to follow. In 2016, the school implemented an increased use of walkie-talkies to communicate between administrators and support staff. Heritage K-8 Charter School has developed a Board approved Comprehensive School Safety Plan as required by state law.

Heritage K-8 Charter School is currently housed on three campuses. Visitors to each campus must check in at the Main Office and wear visitor badges. In addition, all staff members are trained to report any disturbances or unauthorized visitors, and administrators frequently tour the campus to ensure the well-being of all students.

Heritage Elementary is a "closed" campus, secured by a six-foot security fence around the entire perimeter plus an additional ten-foot fence on the back perimeter. Two full-time maintenance/security personnel are on campus throughout the school day.

Heritage Junior High is a "closed" campus, secured by an eight foot security fence around the sides and back and with heavy gates on the front. Two full-time maintenance/security personnel are on campus throughout the school day.

Heritage Flex Academy is also a "closed" campus secured by a wall around the entire perimeter. Gates are locked five minutes after the school day begins. Maintenance/security personnel are on campus throughout the school day.

Last updated: 1/24/2019

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 (2015—16)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 26.0 | | 3 | |
| 1 | 26.0 | | 3 | |
| 2 | 26.0 | | 3 | |
| 3 | 27.0 | | 3 | |
| 4 | 27.0 | | 24 | |
| 5 | 27.0 | | 24 | |
| 6 | 27.0 | | 18 | |
| Other** | | | | |

* 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 (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 16.0 | 6 | | |
| 1 | 19.0 | 2 | 3 | |
| 2 | 19.0 | 2 | 3 | |
| 3 | 19.0 | 2 | 3 | |
| 4 | 26.0 | 4 | 20 | 4 |
| 5 | 26.0 | 4 | 20 | 4 |
| 6 | 25.0 | 6 | 23 | 4 |
| Other** | | | | |

* 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 (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 17.0 | 7 | | |
| 1 | 18.0 | 4 | 2 | |
| 2 | 20.0 | 2 | 3 | |
| 3 | 20.0 | 2 | 3 | |
| 4 | 25.0 | 4 | 20 | 4 |
| 5 | 23.0 | 5 | 29 | 3 |
| 6 | 23.0 | 7 | 43 | 2 |
| Other** | | | | |

* 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.

Last updated: 1/23/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 21.0 | 12 | 5 | |
| Mathematics | 20.0 | 9 | 3 | |
| Science | 20.0 | 5 | 1 | |
| Social Science | 20.0 | 5 | 1 | |

* 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 2016—17)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 17.0 | 15 | 1 | |
| Mathematics | 15.0 | 7 | 2 | |
| Science | 17.0 | 8 | | |
| Social Science | 17.0 | 8 | | |

* 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 2017—18)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 23.0 | 11 | 19 | |
| Mathematics | 20.0 | 7 | 10 | |
| Science | 23.0 | 5 | 10 | |
| Social Science | 23.0 | 5 | 10 | |

* 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.

Last updated: 1/23/2019

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

Special education professionals including speech pathologists, psychologists, and resource specialists are provided as needed by the sponsoring district.

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|-----------------------------------|---------------------------------------------------|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | 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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | -- | \$801.0 | -- | -- |
| District | N/A | N/A | -- | \$76364.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$6574.0 | \$80910.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017–18)

The total cost of operating Heritage K8 Charter School for the 2017-18 school year was \$10,070,076. Fifty-six percent (56%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Twenty-eight percent (28%) 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.

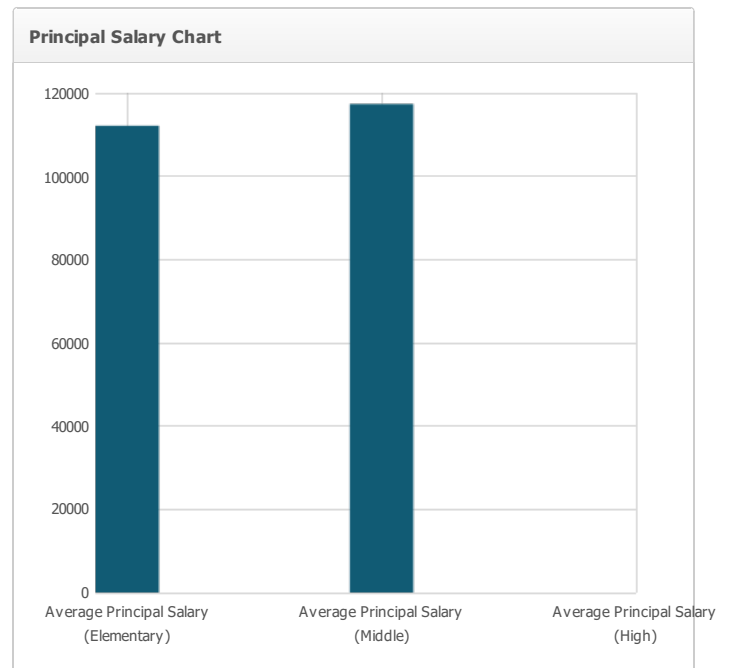
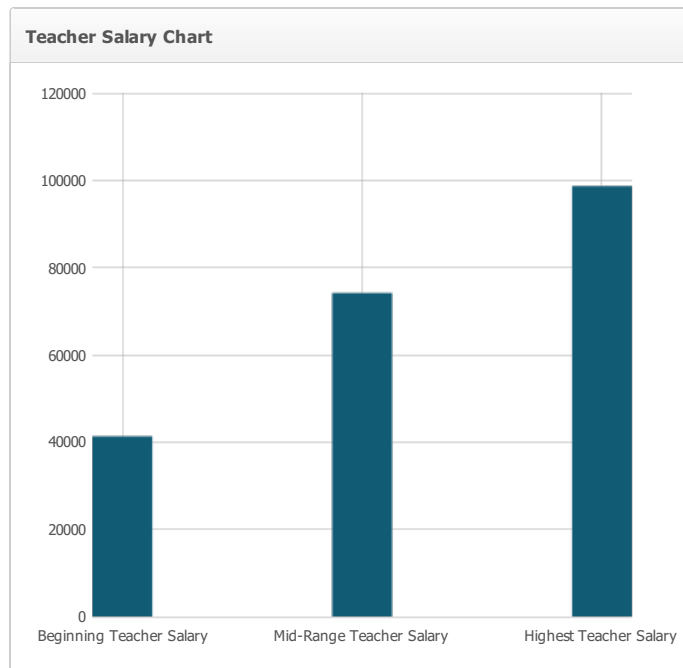
Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Salary data is from the sponsoring district and not Heritage K-8 Charter School.

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$41,321 | \$50,084 |
| Mid-Range Teacher Salary | \$74,174 | \$80,256 |
| Highest Teacher Salary | \$98,658 | \$100,154 |
| Average Principal Salary (Elementary) | \$112,126 | \$125,899 |
| Average Principal Salary (Middle) | \$117,359 | \$130,255 |
| Average Principal Salary (High) | \$ | \$128,660 |
| Superintendent Salary | \$228,631 | \$222,447 |
| Percent of Budget for Teacher Salaries | 37.0% | 37.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 5.0% |

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



Last updated: 1/23/2019

Professional Development

Heritage Elementary and Heritage Junior High provide three full days of professional development each year. In addition, members of the teaching staff often participate in professional development programs offered through the California State University and other institutions. Heritage K-8 Charter holds regular in-service meetings, where teaching challenges unique to each grade level are discussed or a curricular focus is explored. The schools also provide nine minimum days and 29 early release days, which are used for grade level and curricular team meetings and parent-teacher conferences.

Heritage Flex Academy participates in monthly professional development focused on the classical learning model and organized in the same Socratic seminar style that the school practices with students. In addition, administrators and a teacher representative from each grade level visit similar schools to study the classical education model and bring back to share with the staff. The school holds staff meetings twice monthly where colleagues share grade-level ideas and discuss curriculum and instruction.

Teachers have the opportunity to clear their credentials through a two-year induction program sponsored by American Heritage Charter Schools in cooperation with the San Diego County Office of Education. The induction program pairs teachers with a trained Support Provider to work through an action-research cycle to help new teachers develop an awareness of their teaching context, assess themselves as educators, and conduct a meaningful inquiry into their own teaching practice.

Last updated: 1/24/2019