



# HERITAGE K-8 CHARTER SCHOOL ACCOUNTABILITY REPORT CARD 2005-2006

1865 East Valley Parkway  
Escondido, CA 92027  
(760) 737-3111

The purpose of The School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes, and the areas needing improvement. It serves as an important form of communication between Heritage K-8 Charter School and the community.

With assistance from our partner school, Escondido Charter High School, Heritage K-8 Charter School has completed three consecutive years earning an Academic Performance Index in the mid-800's. The state's goal for all schools is 800. Now in our fourth year, we continue to expand our curriculum, special programs, parent involvement, and building improvements. Our dedicated staff is professionally skilled and continues to implement new strategies to meet the needs of students. We believe that every child has a right to a quality education, and we are committed to providing it to all of our students.

We continue to focus on strong home/school relationships, knowing that there is a high correlation between parent involvement and school effectiveness. We encourage active participation by the community in our programs and activities. We are proud of our school, and we invite you to visit our campus to learn more about our programs.

**Jim Macdonald, Director, Heritage K-8 Charter School**

## Some of Heritage K-8 Charter School's Accomplishments For the 2005-2006 School Year

- **Reading/Math Support**—Heritage provided its students with the academic support of a certificated reading specialist and a reading/math support teacher.
- **Student Achievement**—Heritage earned an Academic Performance Index (API) of 861 in 2005-2006, which is 12 points higher than the previous year's API of 849. Heritage has posted APIs in the mid-800's for three consecutive years, which is well above the state's target API of 800.
- **Science Camp**—For the third year, the 8th grade class traveled to Catalina Island in September to experience a week of science instruction focusing on oceanography and outdoor activities.
- **Co-Curricular Activities**—Chess Club, Dance Club, and Mad Scientist Club were offered.
- **Parent Advisory Board**—Our active Parent Advisory Board (PAB) sponsored Family Fun Night, Dr. Seuss Day, Campus Appreciation Day, two book fairs, and a silent auction.
- **Civil War Day**—Students in 7th and 8th grades learned about military protocol and period history in this event which included re-enactments and a Blue/Gray Cotillion.
- **Invention Convention**—Students in 3rd, 4th, and 5th grade gained knowledge and enthusiasm for the sciences by creating a Solar Refrigerator and a Waste Water Helper.
- **Paper Airplane Contest**—Students in all grades gained firsthand experience in aerodynamic principles by participating in this event.

**Heritage K-8 Charter School  
School Accountability Report Card  
Reported for School Year 2005-2006**  
*Published January 2007*

## I. About This School

### Contact Information

School Information		District Information	
<b>School Name</b>	Heritage K-8 Charter School	<b>District Name</b>	Escondido Charter School District
<b>Principal</b>	Jim Macdonald	<b>Superintendent</b>	Dennis Snyder
<b>Street</b>	1868 East Valley Pkwy.	<b>Street</b>	1868 E. Valley Parkway
<b>City, State, Zip</b>	Escondido, CA 92027	<b>City, State, Zip</b>	Escondido, CA 92027
<b>Phone Number</b>	760-737-3111	<b>Phone Number</b>	760-737-3154
<b>FAX Number</b>	760-737-9322	<b>FAX Number</b>	760-738-8996
<b>Website</b>	<a href="http://www.heritagek8.org">http://www.heritagek8.org</a>	<b>Website</b>	<a href="http://www.heritagek8.org">http://www.heritagek8.org</a>
<b>Email</b>	<a href="mailto:jmacdonald@echs.org">jmacdonald@echs.org</a>	<b>Email</b>	<a href="mailto:dsnyder@echs.org">dsnyder@echs.org</a>
<b>CDS Code</b>	37-68098-0101535	<b>SARC Contact</b>	Kathleen Low

### School Description and Mission Statement

Heritage K-8 Charter School is a startup charter school that opened its doors in the fall of 2003. It operates on a traditional, 10-month school calendar. Heritage prides itself on a strong, standards-based academic program that emphasizes the foundations of learning: reading, writing, mathematics, history, geography and science. In addition, art, music and technology are integrated into the curriculum. Like its partner, Escondido Charter High School, the school stresses our shared American heritage and the traditions that make our country strong and keep our citizens creative and free. As required by state law, students who attend Heritage are chosen from a lottery. A formal enrollment procedure is in place and is available for public review.

Heritage demonstrates excellence by earning an Academic Performance Index in the mid 800's. A score of 800 is the target score for excellence according to the California Department of Education. The school's governing principles are: 1.) Put student learning first, *and* 2.) Education is our business.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Jim Macdonald</b>	<b>Contact Person Phone Number</b>	<b>760-737-3111</b>
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The parents of Heritage are a vital component of the school's culture. Parents can be seen on school grounds on a daily basis volunteering in the office, on the playground, assisting teachers, and providing other services that allow teachers to focus on teaching and learning. Our Parent Advisory Board, formed during our first year, continues to be an active component of school culture, and continues to meet monthly in the Multi-Purpose Room. This group conducts

fundraising activities that help support the school and its programs. Parents are a welcome and integral part of the Heritage community.

### **Student Enrollment by Grade Level 2005-2006**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Enrollment</b>
<b>Kindergarten</b>	25
<b>Grade 1</b>	25
<b>Grade 2</b>	25
<b>Grade 3</b>	25
<b>Grade 4</b>	30
<b>Grade 5</b>	30
<b>Grade 6</b>	31
<b>Grade 7</b>	31
<b>Grade 8</b>	33
<b>Total Enrollment</b>	255

### **Student Enrollment by Group**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	1.2	<b>White (not Hispanic)</b>	72.9
<b>American Indian or Alaska Native</b>	2.4	<b>Multiple or No Response</b>	2.7
<b>Asian</b>	1.2	<b>Socioeconomically Disadvantaged</b>	0.5
<b>Filipino</b>	3.1	<b>English Learners</b>	0.0
<b>Hispanic or Latino</b>	16.1	<b>Students with Disabilities</b>	6.0
<b>Pacific Islander</b>	0.4	---	---

### Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.0	1			19.0	1			17.0	1		
<b>1</b>	18.0	1			18.0	1			19.0	1		
<b>2</b>	19.0	1			19.0	1			16.0	1		
<b>3</b>	20.0	1			19.0	1			19.0	1		
<b>4</b>	29.0		1		29.0		1		30.0		1	
<b>5</b>	28.0		1		30.0		1		29.0		1	
<b>6</b>					30.0		1		28.0		1	
<b>K-3</b>	10.0	1			15.0	2			12.0	2		
<b>3-4</b>	4.0	1										
<b>4-8</b>									6.0	1		
<b>Other</b>												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
<b>K</b>	100%	100%	100%
<b>1</b>	100%	100%	100%
<b>2</b>	100%	100%	100%
<b>3</b>	100%	100%	100%

## II. School Climate

### School Safety Plan

Heritage K-8 Charter School prides itself on maintaining a safe, clean, and orderly campus. Efforts are made by the entire staff to maintain a school plan that provides a safe and productive learning environment. Heritage is a “closed” campus, secured by a five-foot security fence around the entire perimeter plus an additional 10-foot fence on the back perimeter. All visitors on campus 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.) have been promulgated to the staff, reviewed with the students, and practiced on campus.

### School Discipline Practices

All students enrolling at Heritage and their parents must sign off on the school’s Dress Code and campus rules and regulations. Heritage approaches school discipline with policies that are fair, firm, and consistent yet applied in a friendly, caring manner. Student due process is respected and practiced in all disciplinary proceedings.

All students attending Heritage must wear uniforms. The intent of uniforms is to equalize all students and shift the campus focus from peer pressure and social competition to instruction and learning. Both students and parents have positively received the uniform policy.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school for the most recent three-year period.

Rate	School		
	2003-04	2004-05	2005-06
Suspensions	.0127	.0127	.0238
Expulsions	0	0	0

### III. School Facilities

#### School Facility Conditions and Improvements

Heritage is located in a two-story business-style complex, which was the former site of Escondido Charter High School. This year, an elevator was installed to comply with federal regulations. Earlier improvements to the site include the installation of a five-foot safety fence around the perimeter and moving the main office to the front of the campus, providing multiple layers of campus security. A playground was added to the campus in the summer of 2004.

### IV. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education (CDE) website at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	11	12	12	1053
<b>Without Full Credential</b>	2	0	2	23

There are were no teachers assigned outside of their area of competence. There were no misassignments or vacant teacher positions.

#### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	47.8*	0.0

This percentage shown above was based on data reported in October 2005. As of January 2007, all core subject teachers at Heritage are NCLB compliant with the exception of one teacher, whose application is pending with CDE. Teachers are required to be NCLB compliant by June 2007.

#### Substitute Teacher Availability

Qualified substitutes are used to cover classes for teachers who are out due to illness or school business.

#### Teacher Evaluation Process

Heritage teachers receive the benefit of a Mentor Teacher. Teachers receive both formative and summative evaluations and official counseling. The evaluation process is based on the California Standards for the Teaching Profession. Heritage will continue to expand and refine its teacher support program each year.

### **Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>
<b>Academic Counselor</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (paraprofessional)</b>	
<b>Psychologist</b>	EUSD*
<b>Social Worker</b>	
<b>Nurse</b>	EUSD*
<b>Speech/Language/Hearing Specialist</b>	EUSD*
<b>Resource Specialist (non-teaching)</b>	EUSD*
<b>Other</b>	2

\*For the purpose of Special Education, Heritage K-8 Charter School is considered to be a school within the Escondido Union School District (EUSD.) All related professionals are provided to Heritage students on an as-needed basis.

## **V. Curriculum and Instruction**

### **Quality, Currency, and Availability of Textbooks and Instructional Materials**

All textbooks used in grades seven and eight are state-adopted. In addition, Heritage uses state-adopted textbooks for math, language arts, and science in grades K-6. Teachers in grades K-6 use Core Knowledge material for the social studies curriculum; however, the California Content Standards are the focus, and teachers supplement with standards-based materials. All future textbook purchases will be state-adopted materials. The ratio of textbooks to students for all materials at all grade levels exceeds one book per pupil.

## VI. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5819	\$33,293
District	N/A	\$57,428
State	\$4,743	\$58,725
Percent Difference - School Site and State	+22%	-57%

Compared to California as a whole, Heritage K-8 spends 22% more funds directly on student instruction. The average for Heritage's teacher salaries are lower than state and district averages since the school was only two years old in 2004-2005 and employed a high percentage of new teachers.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays school and district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	School Amount	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,293	\$32,924	\$38,554
Mid-Range Teacher Salary	N/A	\$59,102	\$62,649
Highest Teacher Salary	N/A	\$74,866	\$76,437
Average Principal Salary (Elementary)	\$51,170	\$94,004	\$95,882
Superintendent Salary	N/A	\$203,009	\$150,227
Percent of Budget for Teacher Salaries	See below	45.2	43.8
Percent of Budget for Administrative Salaries	See below	4.3	5.4

### Types of Services Funded

The total cost of operating Heritage K-8 Charter school for the fiscal 2004-2005 school year was \$1,427,270. Forty-six percent (46%) of the total budget was spent directly in the classrooms for teachers, teacher aides, books, supplies, and equipment. Fifty-four percent (54%) of the budget was spent at the school site for certificated and classified support services.

## VII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	65	61	72	32	36	39	36	40	42
Mathematics	65	67	62	35	39	43	34	38	40
Science	50	47	34	22	25	31	25	27	35
History-Social Science	69	69	45	27	33	37	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. The asterisk (\*) denotes groups with fewer than 10 students. Scores are not shown for those groups in order to protect privacy. A blank space means that no students were tested in that category.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	*
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	55	63	0	*
Pacific Islander				
White (Not Hispanic)	75	61	40	43
Male	70	66	37	44
Female	74	57	30	46
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities	57	64	*	*

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the

percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT Results for All Students – Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	68	55	74	39	37	39	43	41	42
Mathematics	81	65	76	50	48	49	51	52	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	75	77
Male	77	73
Female	72	78
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards
5	80.0
7	64.3

## VIII. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	N/A	9	9
Similar Schools	N/A	10	9

#### API Changes by Student Group – Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. A blank space indicates that the student group was not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School		-4	12	861
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		-12	8	868
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

#### State Award and Intervention Programs

Heritage did not participate in state award or intervention programs during the 2005-2006 school year.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

## Federal Intervention Program

Heritage K-8 Charter School has met all NCLB academic performance criteria and is not subject to federal intervention.

## IX. Instructional Planning and Scheduling

### School Instruction and Leadership

Heritage is a “Core Knowledge friendly” school, whose curriculum is aligned to the California Frameworks and Content Standards. Heritage stresses a back-to-basics education with a focus on language arts, mathematics, science and social science. Technology is used as a component anchor to the curriculum. In addition to state-mandated testing, Heritage students are given a pre-test and end-of-year post-test on NWEA software in both math and language arts. This valuable assessment tool demonstrates yearly gains in each area.

The Core Knowledge sequence is based on the work of E.D. Hirsch, which defines the subject matter students should know in each grade level. Heritage includes this work in social science, art, music, and literature as an augmentation to its standards-based curriculum.

### Professional Development

Heritage provides 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 holds regular in-service meetings, where teaching challenges particular to each grade level are discussed or a curricular focus is explored. Based upon objective measures, such as the API, it is evident that the quality of the instructional program at Heritage is outstanding.

### **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	63,180	36,000
<b>1</b>	63,180	50,400
<b>2</b>	63,180	50,400
<b>3</b>	63,180	50,400
<b>4</b>	63,180	54,000
<b>5</b>	63,180	54,000
<b>6</b>	63,180	54,000
<b>7</b>	63,180	54,000
<b>8</b>	63,180	54,000

### **Minimum Days in School Year**

Heritage provides 14 minimum days, which are used for grade level and curricular team meetings and parent-teacher conferences.