



# HERITAGE K-8 CHARTER SCHOOL SCHOOL ACCOUNTABILITY REPORT CARD 2004-2005

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

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in 1988. Its purpose 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 our partner school, Escondido Charter High School, as our compass, Heritage K-8 Charter School enjoyed a successful first year in 2003-2004, earning an Academic Performance Index of 853, which is significantly higher than the state's benchmark score of 800. During our second year, we continued the trend earning an API of 849. Our 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 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 and learn more about our programs.

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

## Some of Heritage K-8 Charter School's Accomplishments For the 2004-2005 School Year

- **Opening Day**—Heritage K-8 Charter School opened on August 9, 2004 with 252 students.
- **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 853 in its first year, and 849 in its second year, well above the state's target API of 800.
- **Science Camp**—For the second year, the 8th grade class went to Catalina Island in September to experience a week of science instruction focusing on oceanography, and outdoor activities including hiking and scuba diving.
- **Co-Curricular Activities**—Chess club and Dance club were offered.
- **Parent Advisory Board**—The Parent Advisory Board (PAB) began in the fall of the school's inception year. The group meets monthly. The PAB sponsors Family Fun Night, Dr. Seuss Day, Campus Appreciation Day, and pizza fund raisers.
- **Special Events**—Patriot's Day Assembly on Sept. 11; Invention Convention; Poetry Festival; Talent Show; Veteran's Day flag ceremony; Fifth Grade English Tea Social; International Culture and Food Day; Cowboyography; Fourth Grade Play

# Heritage K-8 Charter School School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Heritage K-8 Charter	<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 92027-3099
<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>Web Site</b>	<a href="http://www.echs.org">www.echs.org</a> (link to ECHS website)	<b>Web Site</b>	<a href="http://www.echs.org">www.echs.org</a> (link to ECHS website)
<b>E-mail Address</b>	jmacdonald@echs.org	<b>E-mail Address</b>	dsnyder@echs.org
<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. Students who attend Heritage are chosen from a lottery. A formal enrollment procedure is in place and is available for public review.

Although Heritage has just completed its second year, it continues to demonstrate academic 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.

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	25
Grade 1	25
Grade 2	24
Grade 3	29
Grade 4	29
Grade 5	30
Grade 6	30
Grade 7	30
Grade 8	30
<b>Total Enrollment</b>	<b>252</b>

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	3	1.2	Hispanic or Latino	39	15.5
American Indian or Alaska Native	6	2.4	Pacific Islander	0	0.0
Asian	3	1.2	White (Not Hispanic)	189	75.0
Filipino	8	3.2	Multiple or No Response	4	1.6

## III. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>March 2005</b>	<b>Date Last Discussed with Staff</b>	<b>May 2005</b>
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**School Safety:** 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.

**Emergency Preparedness Procedures:** 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 Programs and Practices That Promote a Positive Learning Environment

**Discipline and Climate for Learning:** 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.

**Uniforms:** 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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			Sponsoring District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	3	3	6	N/A	N/A	N/A
<b>Rate of Suspensions</b>	.0127	.0127	.0238			
<b>Number of Expulsions</b>	0	0	0			
<b>Rate of Expulsions</b>	0	0	0			

## IV. School Facilities

### School Facility Conditions -- General Information

Heritage is located in a two-story business-style complex, which was the former site of Escondido Charter High School. For this reason, the main building was already built-out for classroom occupancy. Recent changes to the site include the installation of a five-foot safety fence around the perimeter and moving the front office from the interior of the campus to the front of the campus, providing multiple layers of campus security. A playground was added to the campus in the summer of 2004.

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			Sponsoring District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>		65	61	32	32	36	35	36	40
<b>Mathematics</b>		65	67	35	35	39	35	34	38
<b>Science</b>		50	47	0	22	25	27	25	27
<b>History-Social Science</b>		69	69	23	27	33	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English-Language Arts</b>	*	*	*	*	41	*	63
<b>Mathematics</b>	*	*	*	*	55	*	69
<b>Science</b>	*			*	*		52

<b>History-Social Science</b>	*			*	*		73
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## CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
<b>English-Language Arts</b>	61	61		*	33	
<b>Mathematics</b>	70	62		*	60	
<b>Science</b>	42	55			*	
<b>History-Social Science</b>	74	*			*	

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			Sponsoring District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Reading</b>		68	55	38	39	37	43	43	41
<b>Mathematics</b>		81	65	49	50	48	50	51	52

## NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>Reading</b>		*	*	*	*	*	57
<b>Mathematics</b>		*	*	*	*	*	62

## NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	54	57			*	
Mathematics	67	57			*	

## California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**No data are available for this section**

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested			100	Percent Tested		100	100
API Base Score			853	API Growth Score		858	849
Growth Target			A	Actual Growth			-4
Statewide Rank			9				
Similar Schools Rank			10				

## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score			872	API Growth Score		876	860
Growth Target			A	Actual Growth			-12

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			

	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

Requirement 1: Participation rate on the state's standards-based assessments

Requirement 2: Percent proficient on the state's standards-based assessment

Requirement 3: API as an additional indicator

Requirement 4: Graduation rate (for secondary schools)

Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			Sponsoring District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>		Yes	Yes	Yes	No	No

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			Sponsoring District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>		Yes	Yes	Yes	Yes	Yes
<b>African American</b>		N/A	Yes	Yes	Yes	Yes
<b>American Indian or Alaska Native</b>		N/A	Yes	N/A	N/A	Yes
<b>Asian</b>		N/A	Yes	Yes	Yes	Yes
<b>Filipino</b>		N/A	Yes	Yes	Yes	Yes
<b>Hispanic or Latino</b>		N/A	Yes	Yes	Yes	No
<b>Pacific Islander</b>		N/A	Yes	N/A	N/A	Yes
<b>White (not Hispanic)</b>		Yes	Yes	Yes	Yes	Yes
<b>Socioeconomically Disadvantaged</b>		N/A	Yes	Yes	Yes	No
<b>English Learners</b>		N/A	Yes	Yes	No	No

<b>Students with Disabilities</b>		N/A	Yes	Yes	Yes	No
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## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

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

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2004			2005				
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	28.7		3		26.0	1	2	
<b>Mathematics</b>	25.0	2	1	1	15.3	3		
<b>Science</b>	29.0		3		30.0		2	
<b>Social Science</b>	29.0		3		30.0		2	

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<b>K</b>	<b>100</b>	<b>100</b>	<b>100</b>

<b>1</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>2</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>3</b>	<b>100</b>	<b>100</b>	<b>100</b>

## VIII. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1."

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Teachers</b>	0	13	12
<b>Teachers with Full Credential</b>	0	11	12
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	2	0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	<b>School</b>	<b>Sponsoring District</b>
<b>Doctorate</b>	0.0	0.6
<b>Master's Degree plus 30 or more semester hours</b>	0.0	8.9
<b>Master's Degree</b>	8.3	21.9
<b>Bachelor's Degree plus 30 or more semester hours</b>	50.0	54.8
<b>Bachelor's Degree</b>	41.7	13.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

### Teacher Evaluations

Heritage teachers receive the benefit of a full-time Mentor Teacher. Teachers received 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.

### Substitute Teachers

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

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Library Media Teacher (Librarian)</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.)

## **IX. Curriculum and Instruction**

### **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 imbeds 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, even in its first year. As a new school, Heritage continues to expand and refine its instructional program.

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

All textbooks in grades 7-8 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 1:1.

### **Availability of Sufficient Textbooks and Instructional Materials**

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials (Book/student ratio)</b>
<b>Reading/Language Arts</b>	1:1 or greater
<b>Mathematics</b>	1:1 or greater
<b>Science</b>	1:1 or greater
<b>History-Social Science</b>	1:1 or greater

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	61,670	36,000
<b>1</b>	61,670	50,400
<b>2</b>	61,670	50,400
<b>3</b>	61,670	50,400
<b>4</b>	61,670	54,000
<b>5</b>	61,670	54,000
<b>6</b>	61,670	54,000
<b>7</b>	61,670	54,000
<b>8</b>	61,670	54,000

## Minimum Days in School Year

Heritage provides 14 minimum days, which are used for meetings among grade level teams and parent-teacher conferences. Curricular teams are: Grades K-2; 3-5; and 6-8.

## XI. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2003-2004)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

<b>Category</b>	<b>School Amount</b>	<b>Sponsoring District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$33,293	\$32,149	\$37,951
<b>Mid-Range Teacher Salary</b>	N/A	\$57,711	\$61,262
<b>Highest Teacher Salary</b>	N/A	\$73,104	\$74,414

<b>Average Principal Salary (Elementary)</b>	\$51,170	\$91,454	\$93,342
<b>Average Principal Salary (Middle)</b>	N/A	\$96,008	\$95,946
<b>Average Principal Salary (High)</b>	N/A		
<b>Superintendent Salary</b>	N/A	\$161,757	\$140,715
<b>Percent of Budget for Teacher Salaries</b>	See below	46.6	44.6
<b>Percent of Budget for Administrative Salaries</b>	See below	5.1	5.5

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size.

<b>District</b>	<b>Sponsoring District</b>	<b>State Average For Districts In Same Category</b>	<b>State Average All Districts</b>
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
\$119,327,394	\$6,310	\$6,643	\$6,919

### Types of Services Funded

The total cost of operating Heritage K-8 Charter school for the 2004-2005 school year was \$1,427,270. Forty-four percent (44%) 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 such as library personnel, counselors, technology support, and school administrators.