

# Heritage K-8 Charter



## Veronica Farran, 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.

Now in its eleventh year, Heritage K-8 Charter School continues to expand curriculum, special programs, parent involvement, and building improvements. Its dedicated staff is professionally skilled and continues to implement new strategies to meet the needs of all students through a variety of educational strategies.

We 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.

Veronica Farran, Director

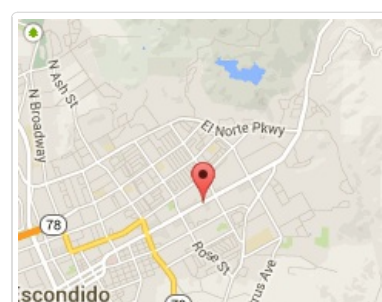
### Highlights of the 2012-2013 School Year

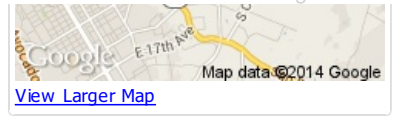
- The school's 2013 growth Academic Performance Index (API) was 895.
- The school's Statewide Ranking was "9", placing it in the top 20% of all elementary schools in the state of California.
- The school's Similar School's Ranking was "9", placing it in the top 20% of all elementary schools in California with similar demographic characteristics.
- Heritage K-8 Charter School's charter was renewed by the Escondido Union School District through June 2018.
- The 8th grade class traveled to Catalina Island in September to experience a week of science instruction focusing on oceanography and outdoor activities. In May, sixth graders attended a three-day outdoor camp in Idyllwild.
- Heritage K-8 Charter School provided its students with the academic support of daily tutorial, counseling, and web-based resources.
- Students participated in many co-curricular activities including Band, Choir, Piano, Robotics, Jump Rope, Martial Arts, and Roller Hockey.
- Students in 7th and 8th grades learned about military protocol and period history in this annual event, which included re-enactments and a Blue/Gray Cotillion.

### Contact

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Escondido, CA  
92027

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E-mail: [vfarran@echs.org](mailto:vfarran@echs.org)





## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Heritage K-8 Charter
<b>Street</b>	1855 East Valley Pkwy.
<b>City, State, Zip</b>	Escondido, Ca, 92027
<b>Phone Number</b>	760-737-3111
<b>Principal</b>	Veronica Farran, Director
<b>E-mail Address</b>	<a href="mailto:vfarran@echs.org">vfarran@echs.org</a>
<b>County-District-School (CDS) Code</b>	37680980101535

District	
<b>District Name</b>	Escondido Union
<b>Phone Number</b>	(760) 432-2400
<b>Web Site</b>	<a href="http://www.eusd.org">http://www.eusd.org</a>
<b>Superintendent First Name</b>	Jennifer
<b>Superintendent Last Name</b>	Walters
<b>E-mail Address</b>	<a href="mailto:jwalters@eusd.org">jwalters@eusd.org</a>

*Last updated: 1/24/2014*

### School Description and Mission Statement (School Year 2012-13)

Heritage K-8 Charter School opened in the fall of 2003 providing a traditional classroom setting for Kindergarten through eighth grades. The school is proud of its strong, standards-based academic program that emphasizes the foundations of learning: reading, writing, mathematics, history, geography, and science. In addition, art, music, and physical education are integrated into the curriculum. Like its partner school, Escondido Charter High School, the school stresses our shared American heritage and the traditions that make our county strong and keep our citizens creative and free. As required by state law, students who attend Heritage are chosen from a lottery drawing each year. The school's governing principles are: 1.) Put student learning first, *and* 2.) Education is our business.

*Last updated: 1/24/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

The parents of Heritage K-8 Charter School students 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 Volunteer Organization (PVO) is an active component of school culture. This group conducts fundraising activities that help support the school and its programs. Parents are a welcome and integral part of the Heritage K-8 community. In addition, parents serve on the school's Board of Directors.

*Last updated: 1/23/2014*

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

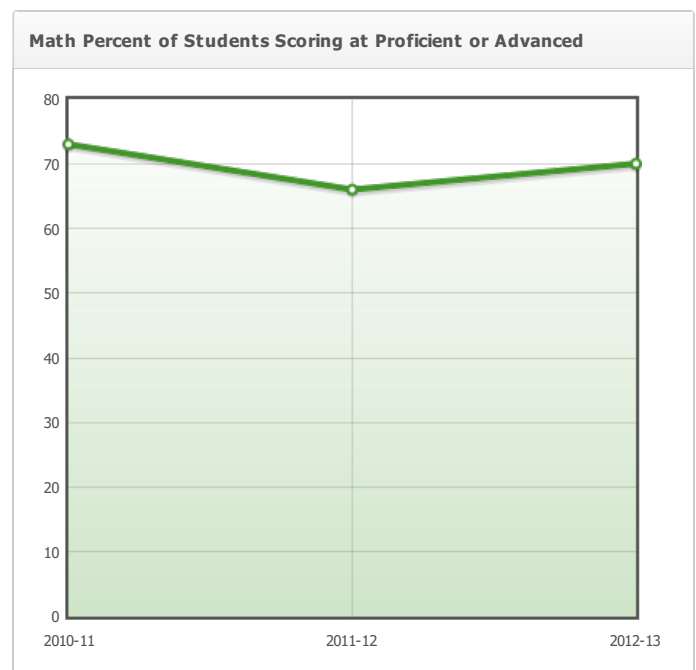
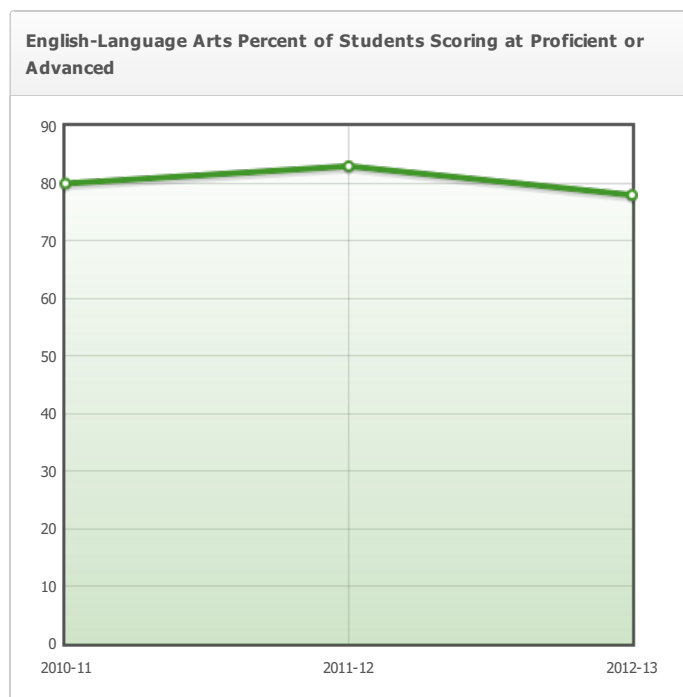
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

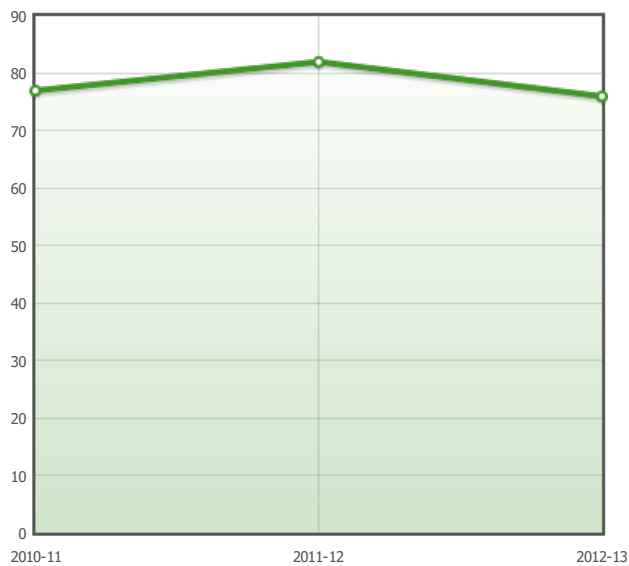
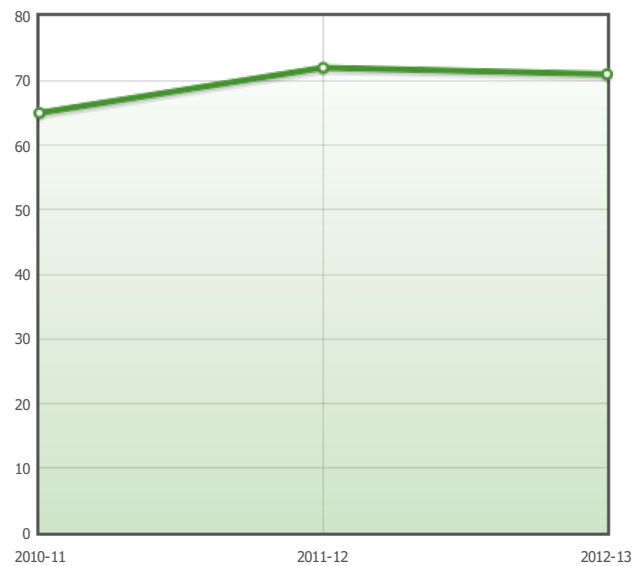
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	80%	83%	78%	48%	51%	48%	54%	56%	55%
Mathematics	73%	66%	70%	49%	48%	48%	49%	50%	50%
Science	77%	82%	76%	50%	56%	54%	57%	60%	59%
History-Social Science	65%	72%	71%	47%	46%	47%	48%	49%	49%

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



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/23/2014

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48%	48%	54%	47%
All Students at the School	78%	70%	76%	71%
Male	75%	69%	78%	75%
Female	81%	71%	74%	65%
Black or African American	77%	57%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	88%	83%	N/A	N/A
Filipino	85%	62%	N/A	N/A
Hispanic or Latino	63%	55%	63%	60%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	86%	80%	85%	76%
Two or More Races	76%	59%	N/A	N/A
Socioeconomically Disadvantaged	68%	55%	69%	65%
English Learners	24%	14%	N/A	N/A
Students with Disabilities	67%	63%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/23/2014

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1%	22.2%	27.8%
7	20.5%	25.3%	30.8%

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

*Last updated: 1/23/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	10	10	9

*Last updated: 1/23/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-10	-3	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	5	-32
Native Hawaiian or Pacific Islander			
White	-9	-2	1
Two or More Races			
Socioeconomically Disadvantaged	9	4	-28
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/23/2014*



## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	670	895	12,782	758	4,655,989	790
Black or African American	30	867	259	754	296,463	708
American Indian or Alaska Native	5		34	761	30,394	743
Asian	44	943	336	876	406,527	906
Filipino	26	892	194	881	121,054	867
Hispanic or Latino	206	838	8,947	728	2,438,951	744
Native Hawaiian or Pacific Islander	3		30	809	25,351	774
White	341	924	2,071	851	1,200,127	853
Two or More Races	15	925	265	844	125,025	824
Socioeconomically Disadvantaged	206	851	9,331	730	2,774,640	743
English Learners	21	778	7,530	711	1,482,316	721
Students with Disabilities	51	819	1,551	636	527,476	615

Last updated: 1/23/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

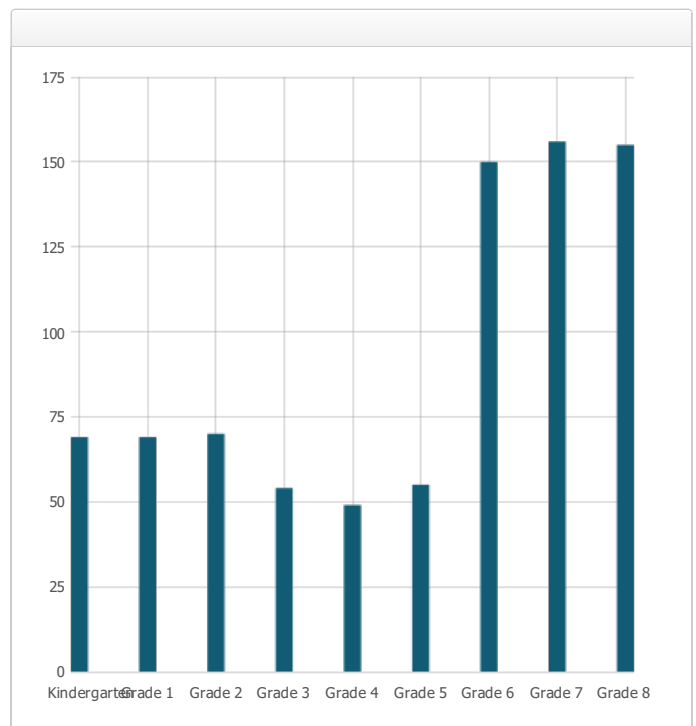
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	N/A

Last updated: 1/23/2014

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

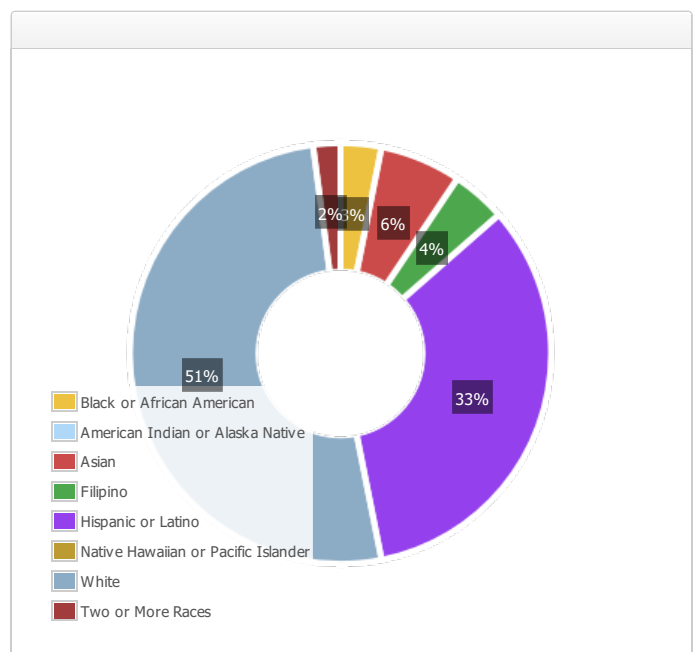
Grade Level	Number of Students
Kindergarten	69
Grade 1	69
Grade 2	70
Grade 3	54
Grade 4	49
Grade 5	55
Grade 6	150
Grade 7	156
Grade 8	155
<b>Total Enrollment</b>	<b>827</b>



Last updated: 1/23/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	4.0
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.4
White	49.0
Two or More Races	2.7
Socioeconomically Disadvantaged	30.7
English Learners	1.3
Students with Disabilities	4.8



Last updated: 1/23/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	2	0	0	22.0	3	0	0	23.0		3	0
1	22.0	2	0	0	22.0	3	0	0	23.0		3	0
2	22.5	1	1	0	22.0	2	0	0	23.0		3	0
3	26.5	0	2	0	25.0	0	2	0	27.0		2	0
4	24.5	0	2	0	27.0	0	2	0	26.0		2	0
5	26.0	0	2	0	25.0	0	2	0	29.0		2	0
6	27.0	0	3	0	38.8	1	2	7	27.0		2	0
Other											0	0

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

*Last updated: 2/4/2014*

## School Safety Plan (School Year 2012-13)

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 K-8 is a "closed" campus, secured by a six-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. Two fulltime maintenance/security personnel are on campus throughout the school day. 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.

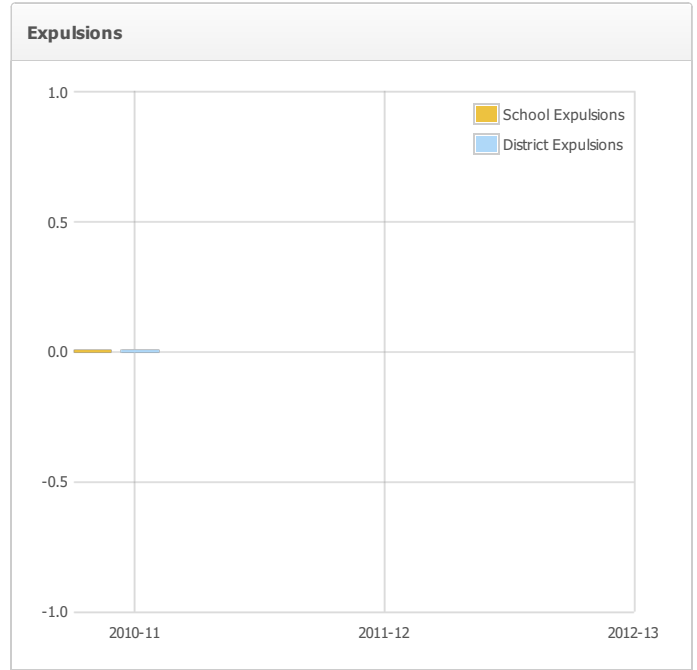
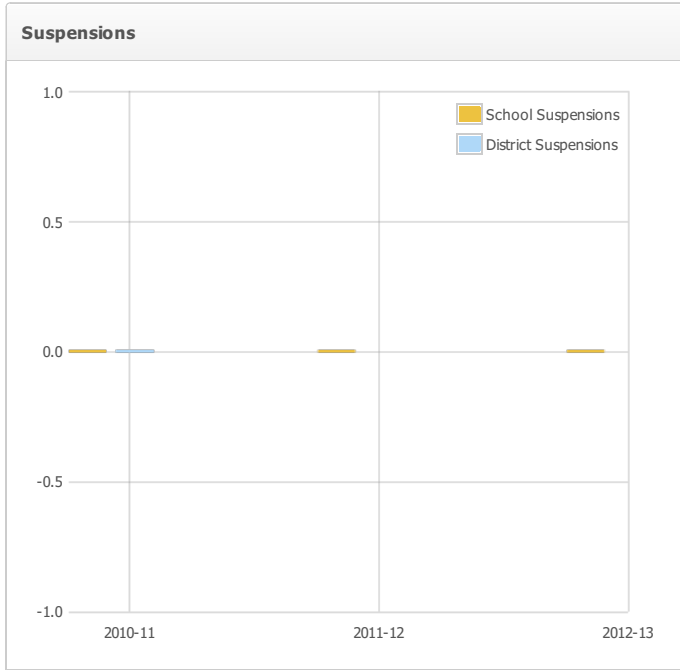
We consider student and staff safety a top priority and are prepared for major emergency situations. Simplified emergency procedures for various emergencies (e.g., fire, earthquake, etc.) have been promulgated to the staff, reviewed with the students, and practiced on campus.

*Last updated: 1/24/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.02	0.01	0.02			
Expulsions						

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/23/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

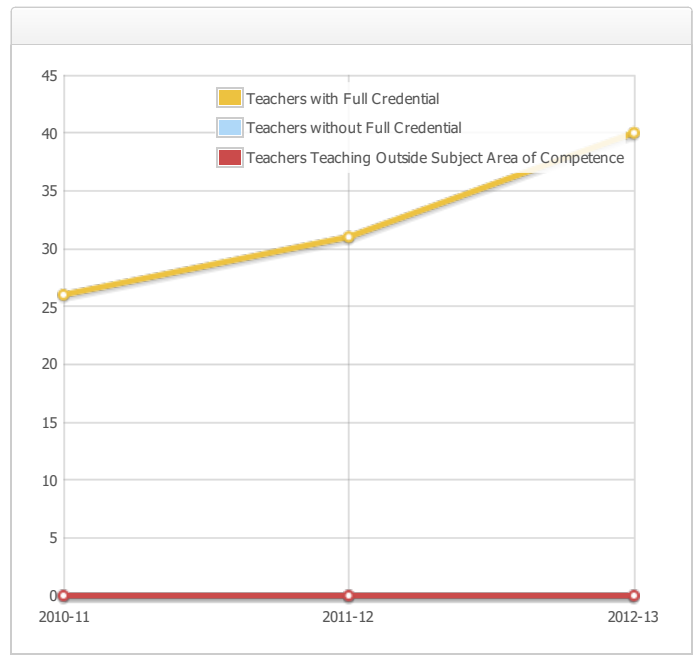
Numerous upgrades have been made to the Heritage K-8 facility. Classrooms were enhanced with repainted walls, steel doors, new carpeting, and energy-efficient lighting. Classroom size was equalized to improve space utilization, and the Multi-Purpose Room was expanded. During the 2009-2010 school year, the music and art classrooms were refurbished. Prior to the start of the 2011-2012 school year the second floor of the 1865 building was remodeled to house the seventh and eighth grade mathematics, language arts, science, and social studies classrooms. During the 2012-2013 school year classrooms were painted and new carpet was added to the 1845 building.

*Last updated: 1/24/2014*

# Teachers

## Teacher Credentials

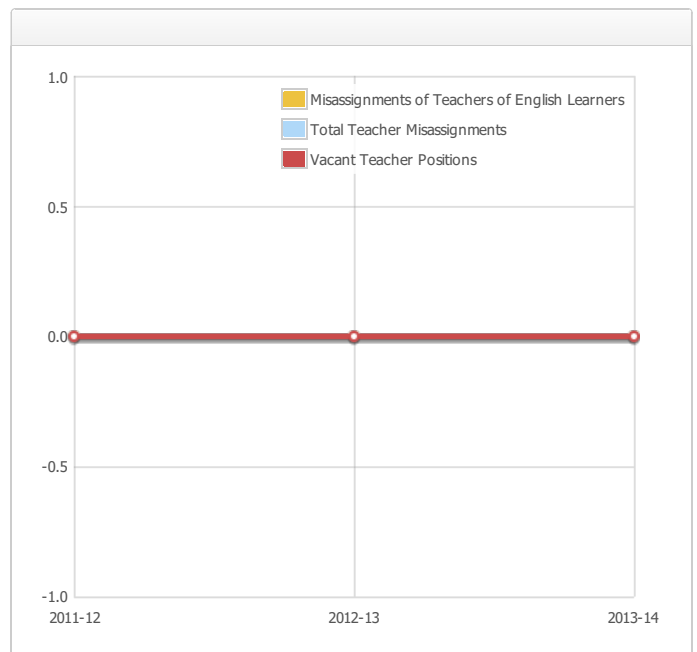
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	26	31	40	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/4/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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: 1/23/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	98	2
All Schools in District	98	2
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98	2

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

*Last updated: 1/23/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Heritage K-8 Charter School uses state-adopted textbooks for math, language arts, and science in grades K-8. All future textbook purchases will be state-adopted materials. All digital materials and programs are aligned to state standards and/or Common Core Standards.  The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
Mathematics	The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
Science	The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
History-Social Science	The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
Foreign Language	The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
Health	The ratio of textbooks to students for this subject exceeds one book per pupil.		0.0
Visual and Performing Arts	The ratio of materials to students for this subject exceeds one book per pupil.		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

*Last updated: 1/24/2014*



## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,219	\$796	\$4,423	\$43,638
District	N/A	N/A	N/A	\$66,391
Percent Difference – School Site and District	N/A	N/A	N/A	0.34%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	0.20%	0.38%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/23/2014*

### Types of Services Funded (Fiscal Year 2012-13)

The total cost of operating Heritage K8 Charter School for the 2012-2013 school year was \$4,779,440. Fifty-one percent (51%) of the total budget was spent directly in classrooms for teachers, teacher aides, books, supplies, and equipment. Eighteen percent (18%) 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: 1/24/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Heritage K-8 Charter School 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. The school also provides 10 minimum days, which are used for grade level and curricular team meetings and parent-teacher conferences.

*Last updated: 1/24/2014*