



California Department of
EDUCATION

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Informe de Responsabilidad Escolar

Acerca de esta escuela

Información de contacto (año escolar 2017-18)

Distrito Información de contacto (año escolar 2017-18)

Nombre del distrito Unificado de Los Ángeles

Número de teléfono (213) 241-1000

Superintendente Michelle king

Dirección de correo electrónico michelle.king@lausd.net

sitio web www.lausd.net

Escuela Información de contacto (año escolar 2017-18)

Nombre de escuela Nueva Carta Heights

Calle 2202 West Martin Luther King Jr. Blvd.

Código postal Los Angeles, CA, 90008-2723

Número de teléfono 310-559-6404

Director de escuela Amy Berfield, Principal

Dirección de correo electrónico aberfield@newheightscharter.org

sitio web <http://newheightscharter.org>

Condado-Distrito-School (CDS) Código 19647330111211

[Exención de responsabilidad traducción](#)

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[Descripción y misión \(año escolar 2017-18\)](#)

<http://www.sarconline.org/Sarc/About/19647330111211>

Última actualización: 01/12/2017

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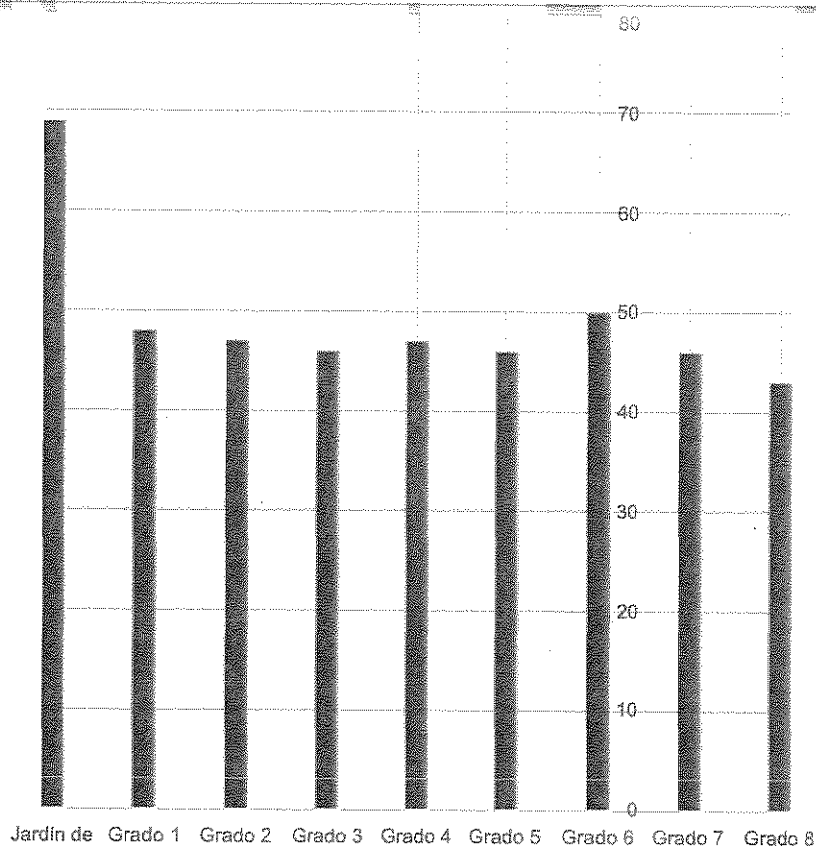
Charter School nuevas alturas prepara a los estudiantes urbanos a utilizar sus mentes bien y ser capaces ciudadanos comprensivos. New Heights abrió en septiembre de 2006 con los estudiantes en los grados K-3. La escuela ahora sirve 435 estudiantes en los grados TK-8 escuela. Nuevas Alturas ha recibido acreditación WASC.

New Heights se esfuerza por ser una comunidad de aprendizaje personalizado y cuidado, con un riguroso plan de estudios. New Heights' filosofía educativa se basa en una comprensión de cómo apoyar a los estudiantes la motivación intrínseca para aprender y cómo organizar el aprendizaje para promover el entendimiento.

Última actualización: 01/12/2017

Matriculación de alumnos según el nivel escolar (año escolar 2016-17)

Nivel de grado	Numero de estudiantes
Jardín de infancia	69
Grado 1	48
Grado 2	47
Grado 3	46
Grado 4	47
Grado 5	46
Grado 6	50
Grado 7	46
Grado 8	43
Matrícula Total	442



Última actualización: 01/12/2017

Matriculación de alumnos por grupo de alumnos (año escolar 2016-17)

grupo de alumnos	Por ciento de la matrícula total
Americano negro o africano	22,6%
India EE.UU. o Alaska	0,0%
asiático	0,0%
filipina	0,0%
hispano o latino	76,5%
Nativa de Hawaii o del Pacífico	0,0%
Blanco	0,0%
Dos o mas carreras	0,5%
Otro	0,4%

Grupo de alumnos (Otro)	Por ciento de la matrícula total
De escasos recursos económicos	96,2%
Estudiantes de inglés	34,8%

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Grupo de alumnos (Otro)	Por ciento de la matrícula total
Estudiantes con Discapacidades	11,8%
jóvenes de crianza	0,5%

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A. Condiciones de Aprendizaje

Prioridad Estado: Básico

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado:
 Básico (Prioridad 1):

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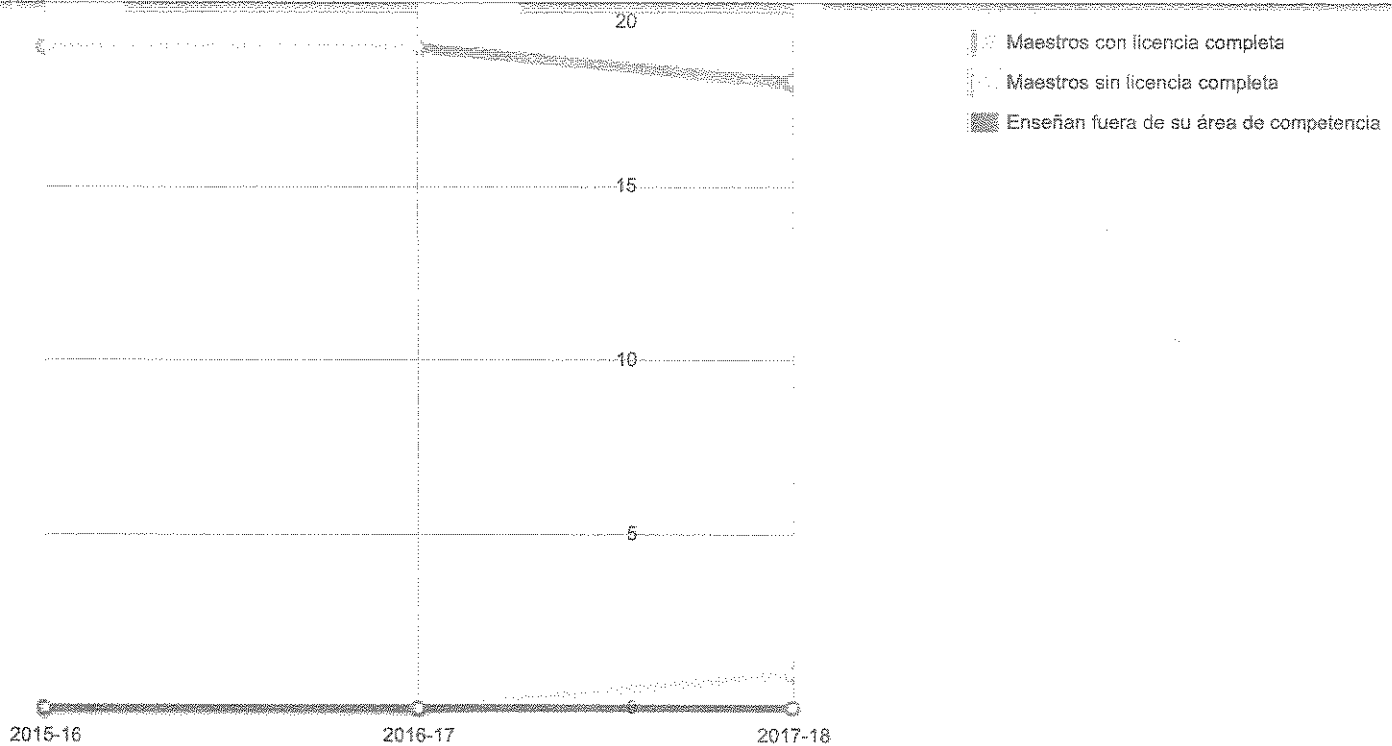
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- Grado en que los maestros están debidamente asignados y completamente acreditados en la materia y para los alumnos que están enseñando;
- Los alumnos tienen acceso a materiales de instrucción alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado

Credenciales de los maestros

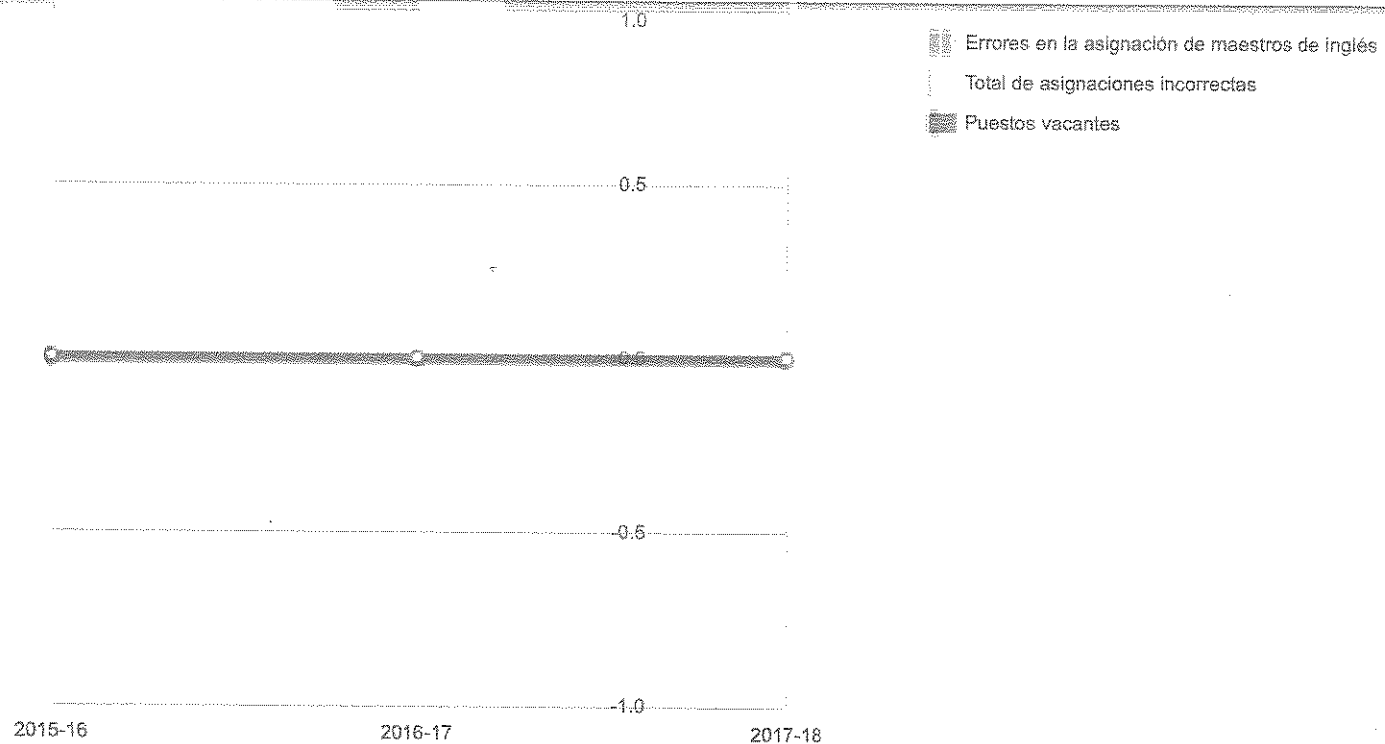
maestros	Colegio			Distrito
	2015-16	2016-17	2017-18	2017-18
Con licencia completa	19	19	18	21842
Sin licencia	0	0	1	866
Enseñan fuera de su área de competencia (con licencia completa)	0	0	0	2830



Última actualización: 05/02/2018

Asignación incorrecta de maestros y puestos vacantes

Indicador	2015-16	2016-17	2017-18
Errores en la asignación de maestros de inglés	0	0	0
Total de asignaciones incorrectas *	0	0	0
Puestos vacantes	0	0	0



Nota: "Asignaciones incorrectas" se refiere al número de puestos que ocupan maestros que carecen de autorización legal para enseñar ese nivel educativo, materia, grupo de estudiantes, etc.

* El total de maestros incluye las asignaciones incorrectas de maestros que enseñan inglés:

Calidad, vigencia y disponibilidad de libros y materiales didácticos (año

Última actualización: 05/02/2018

escolar 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Heights Charter School uses Calkins' Reading and Writing Units of Study in all classrooms to support reading and writing workshop. Teachers also have classroom libraries filled with fiction and nonfiction books for students to read at their independent reading level. Teachers also have sets of books for students to use during guided reading and for book clubs. Teachers also use online resources to support students' reading.	No	0.0 %
Mathematics	Teachers use Eureka Math / Common Core Math materials in all classrooms. These materials include Teacher Guides and Student Texts and Workbooks for each student. Students also use online math resources such as Zearn and IXL.	No	0.0 %

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Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Teachers use a variety of resources from Lawrence Hall of Science. Seeds of Science and Roots of Science is used in grades 2-5. Amplify Units are used in grades K, 1, 4-8. GEMS is used in TK	No	0.0 %
History-Social Science	Teachers used Social Studies Alive! and History Alive! for students in grades K-8. Students have access to textbooks and online materials.	No	0.0 %
Foreign Language	N/A		0.0 %
Health	Teachers use FLASH curriculum in grades 6-8 to support students. To support social-emotional development, teachers/counselors use Connected and Respected.	No	0.0 %
Visual and Performing Arts	Teachers have classes in the Visual and Performing Arts, but do not use textbooks. Teachers design their own instructional materials.		0.0 %
Science Lab Eqpm (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/5/2018

School Facility Conditions and Planned Improvements

The Lower Campus is located in a relatively new building. The condition of the building is excellent. The Upper Campus is co-located on a LAUSD campus. The building is old, but the district provides maintenance, and completes facility improvements as needed.

Last updated: 2/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Limpieza: limpieza general, infestación de insectos / bichos	Justa	Acción tomada para eliminar los mosquitos en el edificio de apartamentos junto al campus superior.

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System Inspected	Rating	Repair Needed and Action Taken or Planned
Baños / fuentes: baños, lavamanos / fuentes	Bueno	
Seguridad: seguridad contra incendios, materiales peligrosos	Bueno	
Estructuras: daños en las estructuras, techos	Bueno	
Exteriores: Patio / Terrenos de la escuela, ventanas / puertas / portones /	Bueno	

En general, tipo de la facilidad

Año y mes del informe más reciente FIT: de octubre de 2017

Calificación general

Bueno

Última actualización: 01/12/2017

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B. Resultados de la pupila

Prioridad Estado: Pupila Logro

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El SARC proporciona la siguiente información correspondiente a la prioridad del Estado:
 Aprovechamiento del Alumno (Prioridad 4):

- **Las evaluaciones del estado** (es decir, evaluación educativa de California del rendimiento de los estudiantes y el Progreso del Sistema [CAASPP], que incluye los más inteligentes equilibradas evaluaciones acumulativas para los estudiantes en la población de educación general y la de California Evaluaciones Alternativas [AAC] para Lenguaje Inglés / alfabetización [ELA] y matemáticas dada en grados tres a ocho y grado once. Sólo los estudiantes elegibles pueden participar en la administración de los artículos CAA. CAA están alineados con los estándares alternativos, que están vinculados con los estándares estatales comunes [CCSS] para los estudiantes con los aspectos cognitivos más significativo discapacidad); y
- El porcentaje de estudiantes que han completado con éxito los cursos que satisfacen los requisitos de entrada a la Universidad de California y la Universidad Estatal de California, o secuencias o programas de estudio de educación profesional técnica.

Prueba CAASPP Resultados en ELA y matemáticas para todos los estudiantes

del tercer al octavo grado y Once (año escolar 2016-17)

Porcentaje de alumnos que cumplen o superan los estándares estatales

Tema	Colegio		Distrito		Estado	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Inglés Artes del Lenguaje / Alfabetización (grados 3-8 y 11)	48%	52%	39%	40%	48%	48%
Matemáticas (grados 3-8 y 11)	35%	49%	29%	30%	36%	37%

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: 12/1/2017

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CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	263	96.34%	51.53%
Male	151	145	96.03%	44.44%
Female	122	118	96.72%	60.17%
Black or African American	58	55	94.83%	45.45%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	213	207	97.18%	53.40%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	262	253	96.56%	50.79%
English Learners	136	131	96.32%	48.09%
Students with Disabilities	48	43	89.58%	25.58%
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.

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	263	96.34%	48.85%
Male	151	145	96.03%	51.72%
Female	122	118	96.72%	45.30%
Black or African American	58	55	94.83%	38.89%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	213	207	97.18%	51.69%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	262	253	96.56%	48.81%
English Learners	136	131	96.32%	49.62%
Students with Disabilities	48	43	89.58%	30.23%
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.

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten****Percentage of Students Scoring at Proficient or Advanced**

Subject	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	45.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Last updated: 12/1/2017

N/A

Last updated: 12/1/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/1/2017

Courses for University of California (UC) and/or California State University (CSU)**Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

Del examen de aptitud física de California (año escolar 2016-17)

Porcentaje de Estudiantes de buena condición física

Nivel de grado	Cuatro de Seis Normas aptitud	Cinco de Seis Normas aptitud	Seis de Seis Normas aptitud
----------------	-------------------------------	------------------------------	-----------------------------

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Última actualización: 01/12/2017

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Informe de Responsabilidad Escolar

C. Engagement

Prioridad Estado: participación de los padres

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado:

Participación de los Padres (Prioridad 3):

- Los esfuerzos del distrito escolar hace para buscar información de los padres en la toma de decisiones para el distrito escolar y cada sitio escolar

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Oportunidades de participación para los padres (año escolar 2017-18)

participación de los padres es valiosa para aumentar la comprensión de la escuela de que el estudiante de son, relacionar el aprendizaje del estudiante a la cultura del hogar, y proporcionar una audiencia auténtica para el trabajo del estudiante. Los padres son informados del progreso de sus hijos a través del aula regular y comunicaciones principales. Los padres participan en:

Las reuniones del Consejo Escolar

Las conferencias de padres / maestro / estudiante (al menos dos veces al año)

Exposiciones de trabajo del estudiante (al menos una vez al año)

Noches Familiares (para temas tales como lectura, matemáticas, estudios sociales y ciencias)

Té bimensual mañana con el Director Ejecutivo o Director de Participación de los Padres

Escuela de ancho noches y Actuaciones comunitarias

excursiones de los estudiantes

Equipos asesor de padres (si es necesario)

Prioridad Estado: Pupila de compromiso

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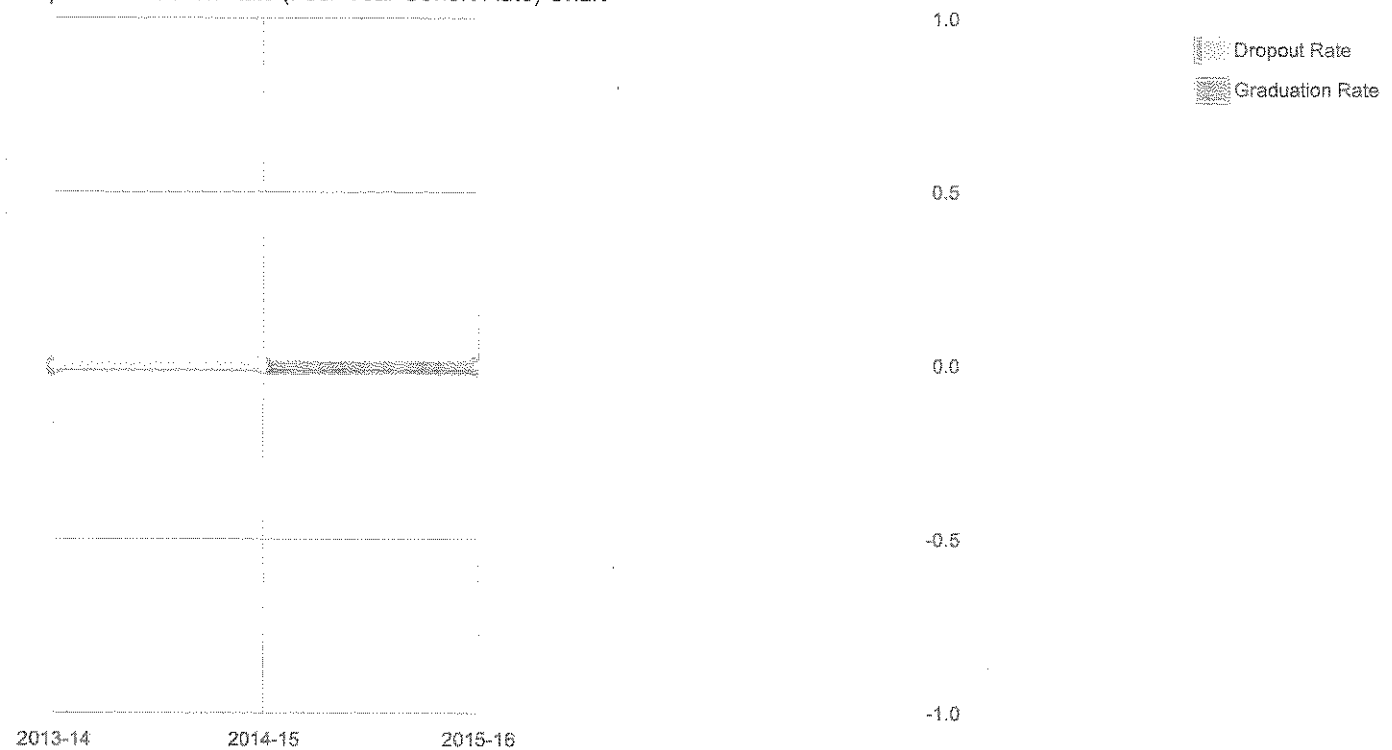
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

State Priority: School Climate

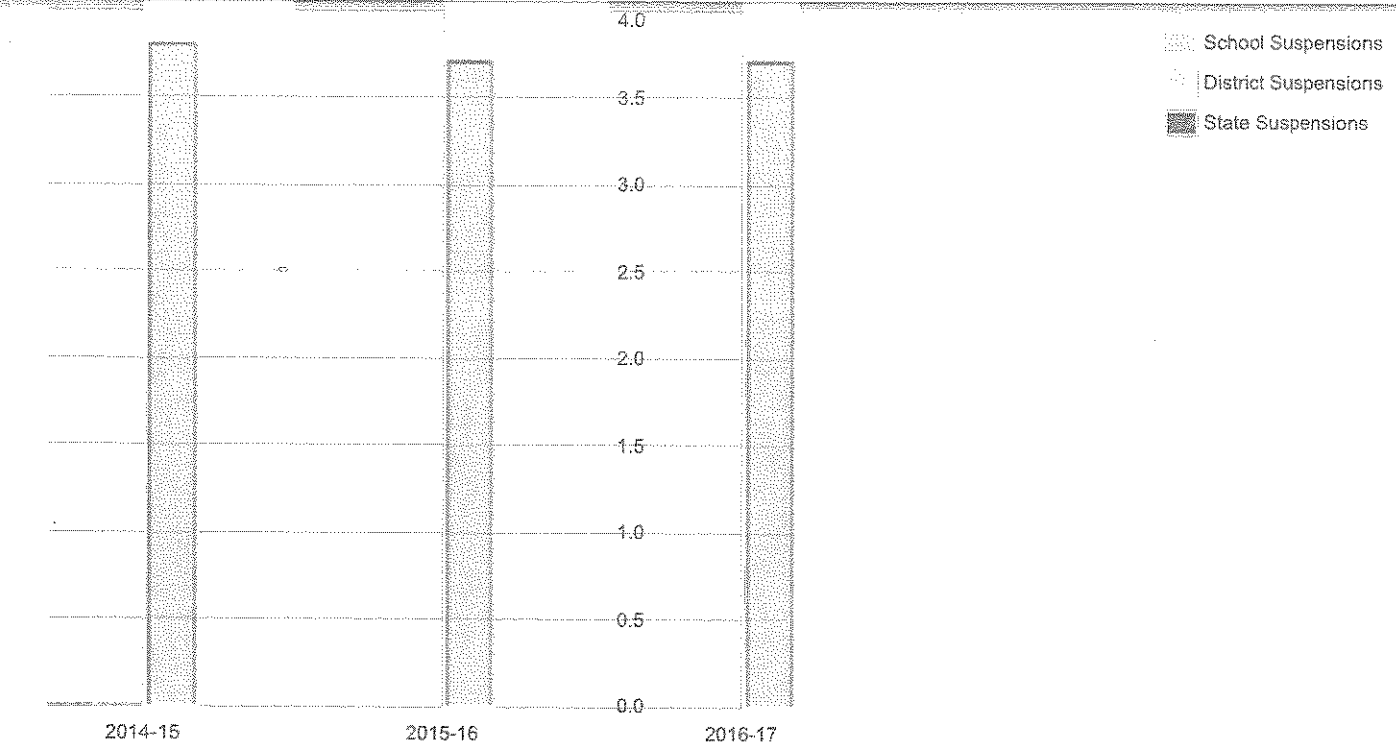
Last updated: 12/1/2017

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

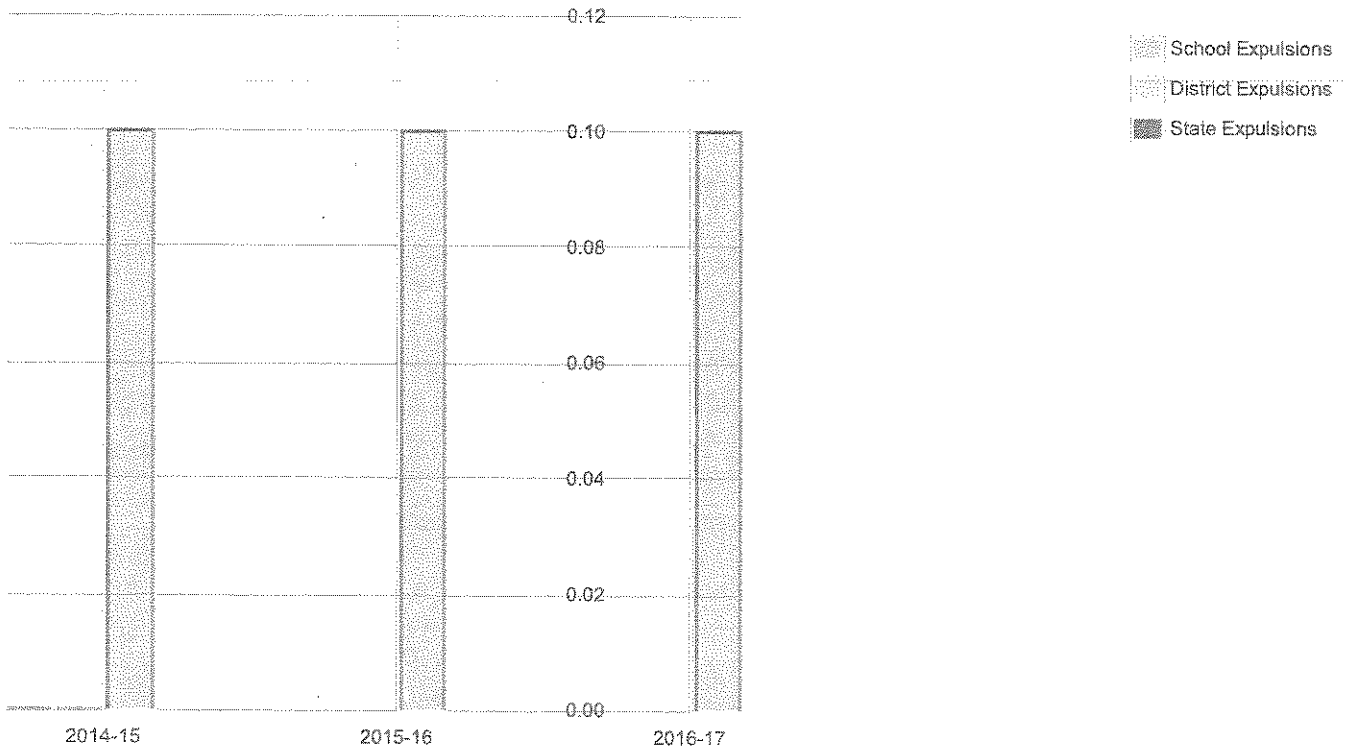
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Expulsions



Last updated: 12/1/2017

School Safety Plan (School Year 2017-18)

New Heights Charter School has developed a comprehensive school safety plan to address the needs and resources of our school. The safety plan includes an assessment of the current status of school safety, strategies to provide a high level of safety, policies addressing dangerous situations, and procedures for staff. The school safety plan also has policies for maintaining a safe and orderly environment conducive to learning and rules and procedures for student discipline. For the upper campus, the school works collaboratively with its co-location partner, Martin Luther King Elementary School to follow the school safety plan developed by LAUSD.

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Información D. Otros SARC

La información de esta sección se requiere para estar en este informe, pero no está incluido en las prioridades del estado para LCFF.

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Programa de intervención federal (año escolar 2017-18)

Indicador	Colegio	Distrito
Estado del Programa de Mejoramiento	en PI	en PI
Primer año del Programa de Mejoramiento	2012-2013	2004-2005
Año en el Programa de Mejoramiento	Año 2	año 3
Número de escuelas que participan actualmente en el Programa de Mejoramiento	N / A	642
Porcentaje de escuelas que participan actualmente en el Programa de Mejoramiento	N / A	69,0%

Última actualización: 01/12/2017

Tamaño promedio del grupo y distribución por tamaño del grupo

(enseñanza primaria)

2014-15					2015-16					2016-17				
Grade Level	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	21.0	0	3	0	22.0	0	3	0	23.0	0	3	0		
1	23.0	0	2	0	24.0	0	2	0	24.0	0	2	0		
2	24.0	0	2	0	22.0	0	2	0	24.0	0	2	0		

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		2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *			
Grade Level	Average Class Size	1- 20	21- 32	33+	Average Class Size	1- 20	21- 32	33+	Average Class Size	1- 20	21- 32	33+	
3	22.0	0	2	0	23.0	0	2	0	23.0	0	2	0	
4	27.0	0	2	0	23.0	0	2	0	24.0	0	2	0	
5	21.0	0	2	0	24.0	0	2	0	23.0	0	2	0	
6	23.0	0	2	0	24.0	0	2	0	25.0	0	2	0	
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	

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

Average Class Size and Class Size Distribution (Secondary)

Last updated: 1/1/2018

		2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *			
Subject	Average Class Size	1- 22	23- 32	33+	Average Class Size	1- 22	23- 32	33+	Average Class Size	1- 22	23- 32	33+	
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Last updated: 1/1/2018

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career)	1.8	N/A

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Last updated: 12/1/2017

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11502.6	\$2805.3	\$8697.3	\$58692.4
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-22.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	27.8%	-29.8%

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

Types of Services Funded (Fiscal Year 2016-17)

Last updated: 2/5/2018

New Heights offers before school and afterschool programs for students. The before school program includes literacy work and breakfast. The afterschool program includes homework help, tutoring, and enrichment activities, such as sports, arts, music and dance. In 2014, 2015, and 2016, New Heights offered SES services (intervention services) for students with low test scores. Students also engage in small group support throughout the school day. During the summer, New Heights runs a 4-week Summer

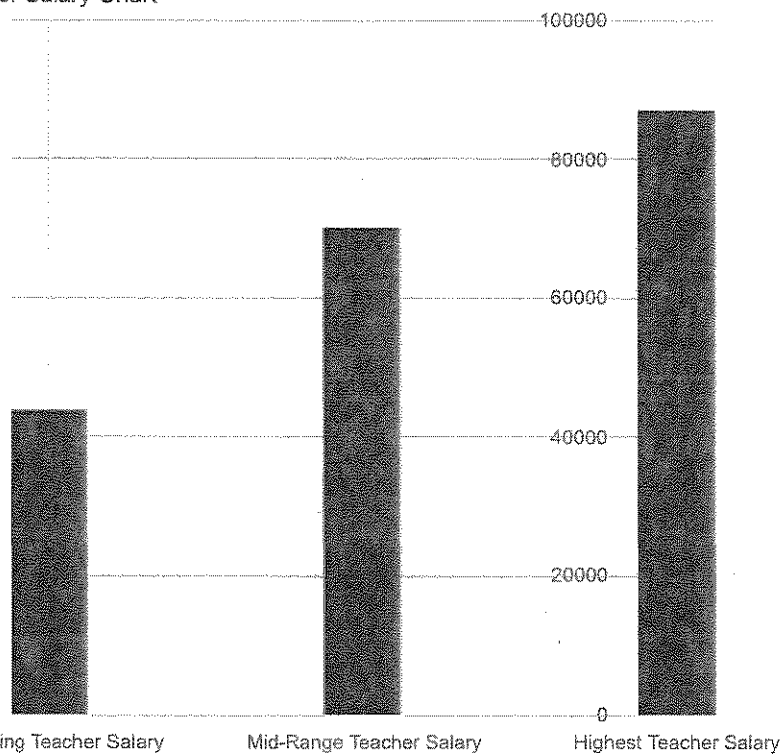
Last updated: 12/1/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

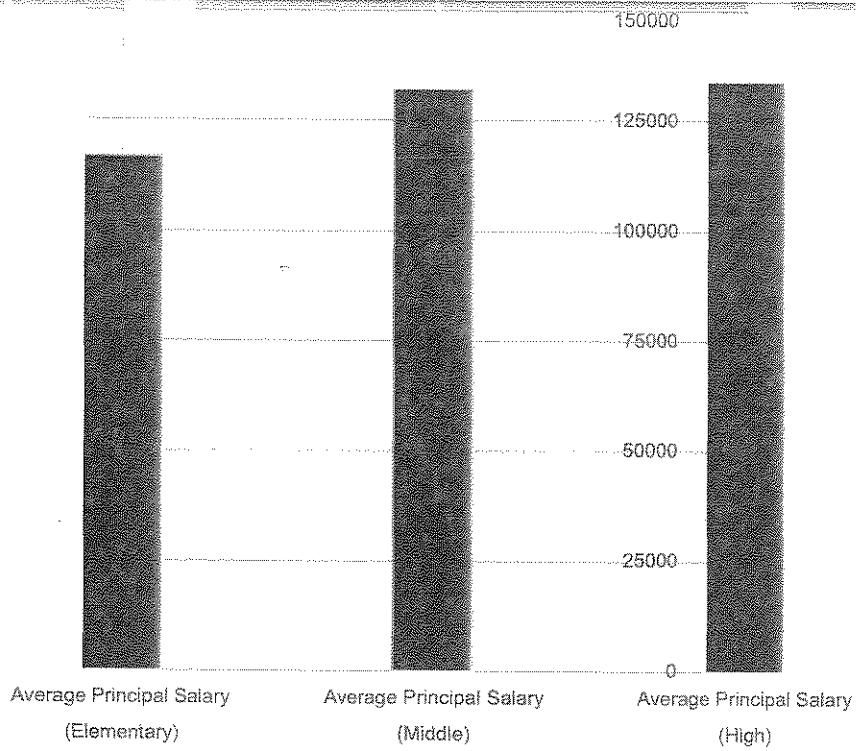


Principal Salary Chart

Google

Translated to: Spanish[Show original](#)

Options ▼



Last updated: 12/1/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/1/2017

Professional Development

Teachers participate in 15 full days of professional development each year. In addition, teachers participate in professional development for 2 hours each week. Focal areas for professional development for 2016-17: TK-8 analysis of student data to inform instruction in literacy and math, NextGen Science, English Language Development, oral language development, as well as math fluency and problem-solving.

Professional Development Structures

Each summer, prior to the start of the school year, all teachers participate in 10 days of professional development to build understanding of research-based curriculum materials, develop community, and focus on school wide goals.

Throughout the school year, teachers continue to engage in a three-hour block of professional development or team planning time every Tuesday during student early release time. These sessions include opportunities for teachers to participate in grade level coaching sessions, whole faculty professional development in content areas or classroom management/social-emotional development, grade band Support Study Team discussions to prepare individual students success plans, and individual and grade level planning.

The school calendar includes 5 pupil-free days during the school year for faculty to engage in professional development in the professional development focus area for the year and data analysis.

Teachers receive job-embedded professional development from the school's Literacy Coaches, Math coaches, and other content experts as needed. The coaches provide demonstration lessons, co-teaching opportunities, planning support, and teaching labs to improve teachers' instruction in reading and writing. The coaches support teachers with math instruction, English Language Learners, science, balanced literacy and classroom management.