

New Heights Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

Amy Berfield, Principal

Principal, New Heights Charter

About Our School

Thank you for your interest in New Heights Charter School. We welcome students in grades TK-8 to join us in our efforts to create a safe, caring, and engaging learning environment. Enrollment begins in February each year.

Sincerely,

Amy Berfield

Executive Director

Contact

*New Heights Charter
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About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
District Name	Los Angeles Unified	School Name	New Heights Charter
Phone Number	(213) 241-1000	Street	2202 West Martin Luther King Jr Blvd.
Superintendent	Ramon Cortines	City, State, Zip	Los Angeles, Ca, 90008-2723
E-mail Address	ramon.cortines@lausd.net	Phone Number	310-559-6404
Web Site	www.lausd.net	Principal	Amy Berfield, Principal
		E-mail Address	aberfield@newheightscharter.org
		Web Site	www.newheightscharter.org
		County-District-School (CDS) Code	19647330111211

Last updated: 1/7/2016

School Description and Mission Statement - Most Recent Year

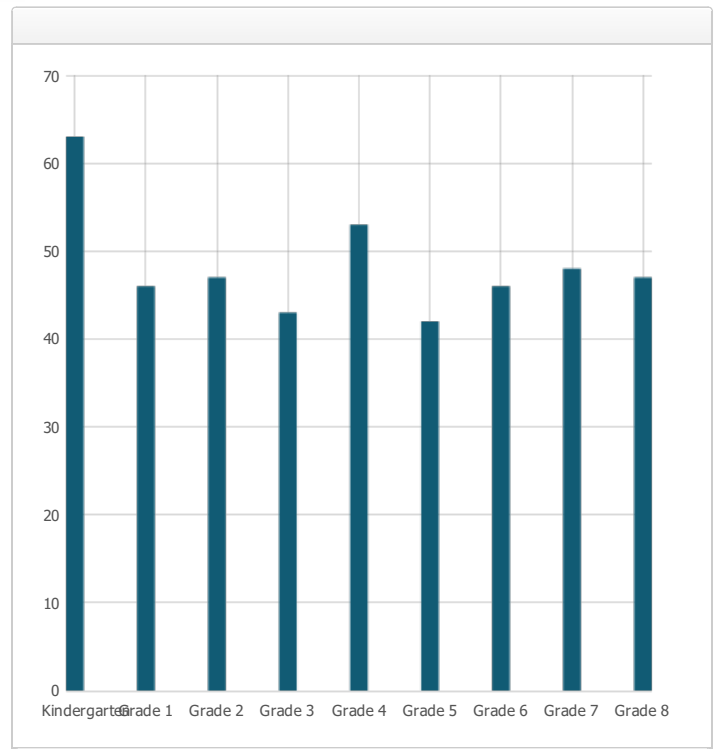
New Heights Charter School prepares urban students to use their minds well and become capable, caring citizens. New Heights opened in September 2006 with students in grades K-3. The school now serves 435 students in grades TK-8 school. New Heights has received WASC accreditation.

New Heights strives to be a personalized and caring learning community, with a rigorous curriculum. New Heights' educational philosophy is based on an understanding of how to support students' intrinsic motivation to learn and how to organize learning to promote understanding.

Last updated: 1/7/2016

Student Enrollment by Grade Level (School Year 2014-15)

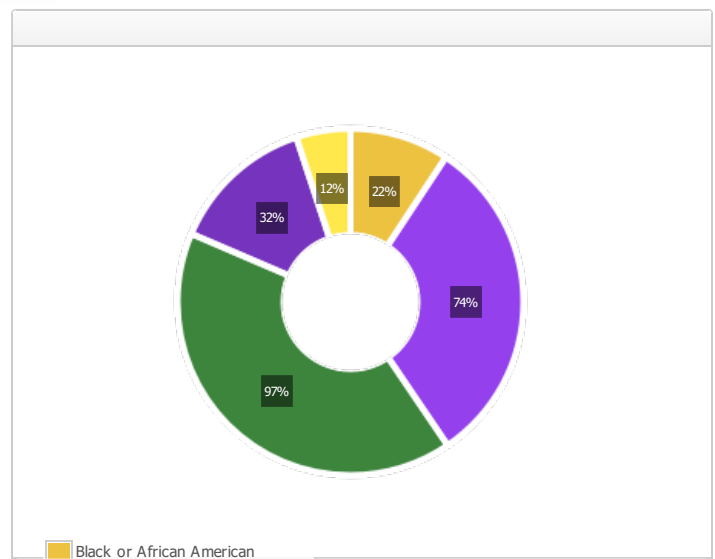
Grade Level	Number of Students
Kindergarten	63
Grade 1	46
Grade 2	47
Grade 3	43
Grade 4	53
Grade 5	42
Grade 6	46
Grade 7	48
Grade 8	47
Total Enrollment	435



Last updated: 1/7/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.5 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	74.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.2 %
Socioeconomically Disadvantaged	97.7 %
English Learners	32.2 %
Students with Disabilities	12.6 %
Foster Youth	0.7 %



Last updated: 1/7/2016

A. Conditions of Learning

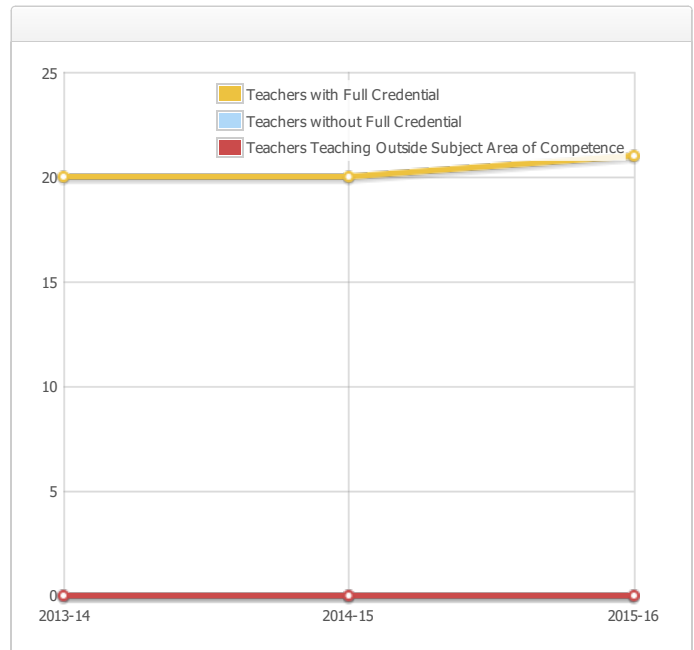
State Priority: Basic

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

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

Teacher Credentials

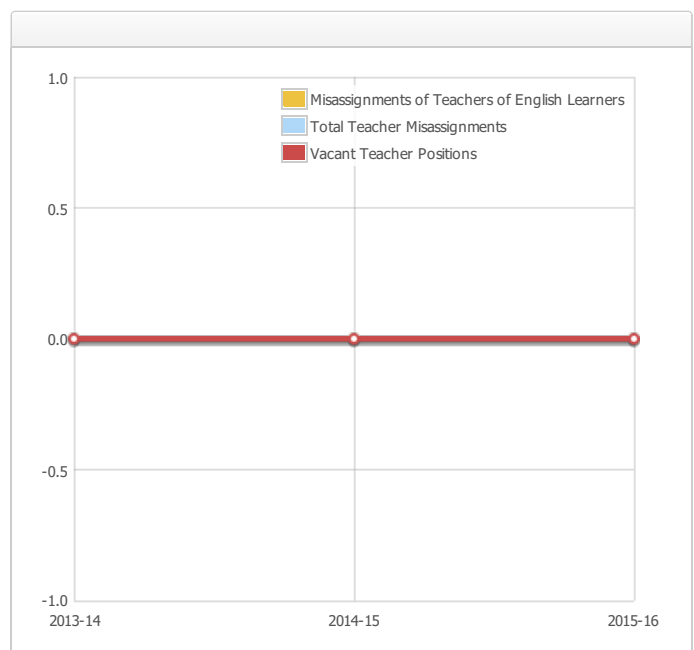
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	20	21	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/7/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/7/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	88%	12%
High-Poverty Schools in District	93%	7%
Low-Poverty Schools in District	45%	55%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Heights has sufficient books and instructional materials for all grade levels TK-8. The schools uses the following: <ol style="list-style-type: none"> 1. SIPPS (online version) 2. Fiction and nonfiction libraries for each classroom for Reading and Writing Workshop 3. Online resources through Overdrive and Reading A-Z. 	No	0.0 %
Mathematics	All grades use Common Core Math/Eureka Math textbooks and workbooks.	No	0.0 %
Science	<ol style="list-style-type: none"> 1. Grades 2-5 use Seeds of Science/Roots of Reading 2. Project - Based Science grades 6-8 3. GEMS/Foss for grades TK-1 	No	0.0 %
History-Social Science	<ol style="list-style-type: none"> 1. Social Studies Alive! for grades K-5 2. History Alive! for grades 6-8 	No	0.0 %
Foreign Language	Rosetta Stone online	No	0.0 %
Health	F.L.A.S.H health curriculum	No	0.0 %
Visual and Performing Arts	Teacher designed lessons and instructional materials.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/7/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/7/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Floors waxed Summer 2015. Paint for all of outside of lower campus building, summer 2015.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning and regular pest checks.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repair after rains, October 2015
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Good
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Last updated: 1/7/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	37%	33%	44%
Mathematics (grades 3-8 and 11)	27%	25%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	43	42	97.7%	24.0%	31.0%	19.0%	26.0%
Male	43	23	53.5%	22.0%	39.0%	17.0%	22.0%
Female	43	19	44.2%	26.0%	21.0%	21.0%	32.0%
Black or African American	43	7	16.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	35	81.4%	23.0%	29.0%	20.0%	29.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	43	40	93.0%	25.0%	30.0%	20.0%	25.0%
English Learners	43	12	27.9%	50.0%	42.0%	8.0%	0.0%
Students with Disabilities	43	7	16.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100.0%	42.0%	25.0%	25.0%	8.0%
Male	52	26	50.0%	46.0%	19.0%	31.0%	4.0%
Female	52	26	50.0%	38.0%	31.0%	19.0%	12.0%
Black or African American	52	9	17.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	42	80.8%	36.0%	26.0%	29.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	52	49	94.2%	43.0%	24.0%	24.0%	8.0%
English Learners	52	14	26.9%	50.0%	36.0%	14.0%	0.0%
Students with Disabilities	52	8	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	39	95.1%	46.0%	36.0%	15.0%	3.0%
Male	41	20	48.8%	55.0%	25.0%	15.0%	5.0%
Female	41	19	46.3%	37.0%	47.0%	16.0%	0.0%
Black or African American	41	15	36.6%	40.0%	33.0%	20.0%	7.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	24	58.5%	50.0%	38.0%	13.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	41	38	92.7%	47.0%	34.0%	16.0%	3.0%
English Learners	41	13	31.7%	77.0%	23.0%	0.0%	0.0%
Students with Disabilities	41	4	9.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	46	100.0%	24.0%	41.0%	30.0%	4.0%
Male	46	28	60.9%	36.0%	32.0%	29.0%	4.0%
Female	46	18	39.1%	6.0%	56.0%	33.0%	6.0%
Black or African American	46	6	13.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	46	40	87.0%	23.0%	40.0%	33.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	46	46	100.0%	24.0%	41.0%	30.0%	4.0%
English Learners	46	7	15.2%	--	--	--	--
Students with Disabilities	46	4	8.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	48	98.0%	31.0%	31.0%	31.0%	6.0%
Male	49	23	46.9%	35.0%	30.0%	30.0%	4.0%
Female	49	25	51.0%	28.0%	32.0%	32.0%	8.0%
Black or African American	49	8	16.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	49	34	69.4%	26.0%	38.0%	29.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	49	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.9%	33.0%	30.0%	30.0%	7.0%
English Learners	49	11	22.4%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	49	8	16.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/7/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	47	47	100.0%	19.0%	28.0%	43.0%	11.0%
Male	47	26	55.3%	23.0%	31.0%	42.0%	4.0%
Female	47	21	44.7%	14.0%	24.0%	43.0%	19.0%
Black or African American	47	11	23.4%	18.0%	27.0%	36.0%	18.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	47	35	74.5%	20.0%	29.0%	46.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	47	46	97.9%	20.0%	28.0%	43.0%	9.0%
English Learners	47	6	12.8%	--	--	--	--
Students with Disabilities	47	6	12.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/7/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	43	43	100.0%	23.0%	30.0%	37.0%	7.0%
Male	43	24	55.8%	21.0%	38.0%	33.0%	4.0%
Female	43	19	44.2%	26.0%	21.0%	42.0%	11.0%
Black or African American	43	7	16.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	36	83.7%	14.0%	36.0%	39.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	43	41	95.3%	22.0%	32.0%	37.0%	7.0%
English Learners	43	12	27.9%	42.0%	50.0%	8.0%	0.0%
Students with Disabilities	43	8	18.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100.0%	21.0%	54.0%	21.0%	4.0%
Male	52	26	50.0%	19.0%	42.0%	31.0%	8.0%
Female	52	26	50.0%	23.0%	65.0%	12.0%	0.0%
Black or African American	52	9	17.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	42	80.8%	17.0%	52.0%	26.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	52	49	94.2%	22.0%	51.0%	22.0%	4.0%
English Learners	52	14	26.9%	21.0%	43.0%	36.0%	0.0%
Students with Disabilities	52	8	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	39	95.1%	62.0%	31.0%	5.0%	3.0%
Male	41	20	48.8%	55.0%	35.0%	5.0%	5.0%
Female	41	19	46.3%	68.0%	26.0%	5.0%	0.0%
Black or African American	41	15	36.6%	60.0%	33.0%	0.0%	7.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	41	24	58.5%	63.0%	29.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	41	38	92.7%	63.0%	32.0%	3.0%	3.0%
English Learners	41	13	31.7%	77.0%	23.0%	0.0%	0.0%
Students with Disabilities	41	4	9.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	46	100.0%	43.0%	37.0%	17.0%	2.0%
Male	46	28	60.9%	43.0%	36.0%	18.0%	4.0%
Female	46	18	39.1%	44.0%	39.0%	17.0%	0.0%
Black or African American	46	6	13.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	46	40	87.0%	43.0%	35.0%	20.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	46	46	100.0%	43.0%	37.0%	17.0%	2.0%
English Learners	46	7	15.2%	--	--	--	--
Students with Disabilities	46	4	8.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	49	48	98.0%	40.0%	33.0%	19.0%	8.0%
Male	49	23	46.9%	30.0%	39.0%	22.0%	9.0%
Female	49	25	51.0%	48.0%	28.0%	16.0%	8.0%
Black or African American	49	8	16.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	49	1	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	49	34	69.4%	44.0%	29.0%	21.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	49	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.9%	39.0%	33.0%	20.0%	9.0%
English Learners	49	11	22.4%	91.0%	9.0%	0.0%	0.0%
Students with Disabilities	49	8	16.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	47	47	100.0%	30.0%	36.0%	21.0%	13.0%
Male	47	26	55.3%	38.0%	31.0%	23.0%	8.0%
Female	47	21	44.7%	19.0%	43.0%	19.0%	19.0%
Black or African American	47	11	23.4%	36.0%	27.0%	27.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	47	35	74.5%	29.0%	37.0%	20.0%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	47	46	97.9%	30.0%	35.0%	22.0%	13.0%
English Learners	47	6	12.8%	--	--	--	--
Students with Disabilities	47	6	12.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41%	52%	33%	50%	50%	46%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46%
All Students at the School	33%
Male	32%
Female	35%
Black or African American	19%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	38%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	33%
English Learners	%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

Career Technical Education Programs (School Year 2014-15)

N/A

*Last updated: 1/7/2016***Career Technical Education Participation (School Year 2014-15)**

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: 1/7/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	%

State Priority: Other Pupil Outcomes

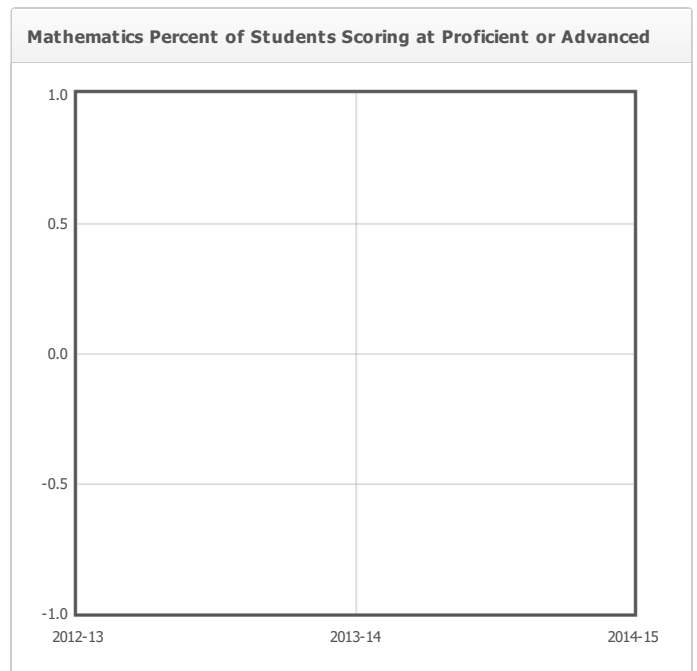
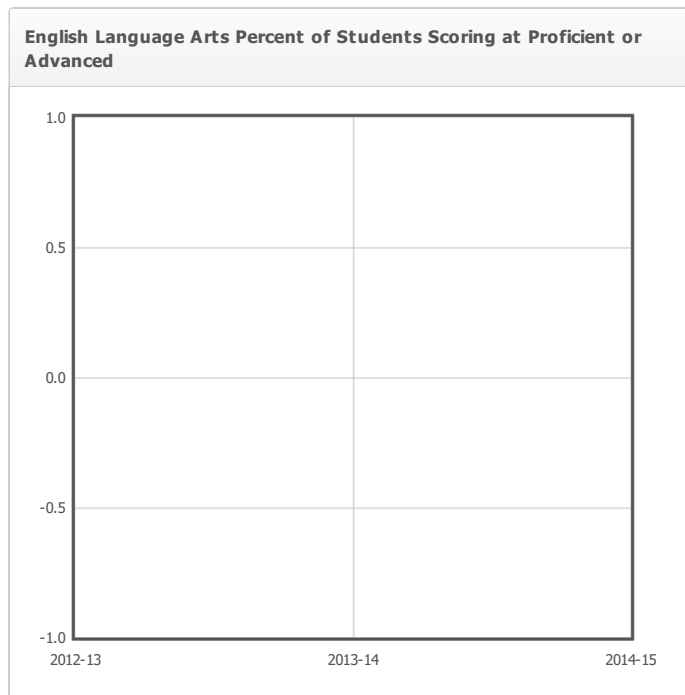
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	%	%	%	49%	47%	49%	57%	56%	58%
Mathematics	%	%	%	54%	56%	53%	60%	62%	59%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/7/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

Last updated: 1/7/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent involvement is valuable to increase the school's understanding of who the student's are, connect student's learning to home culture, and provide an authentic audience for student's work. Parents are kept informed of their child's progress through regular classroom and principal communications. Parents participate in:

School Site Council Meetings

Parent/teacher/student conferences (at least twice a year)

Exhibitions of Student Work (at least once a year)

Family Nights (for reading, math, social studies, and science)

Bi-monthly morning Tea with the Executive Director

School wide Community Nights and Performances

Healthy Families Events

Student field trips

Parent Advisory Teams

State Priority: Pupil Engagement

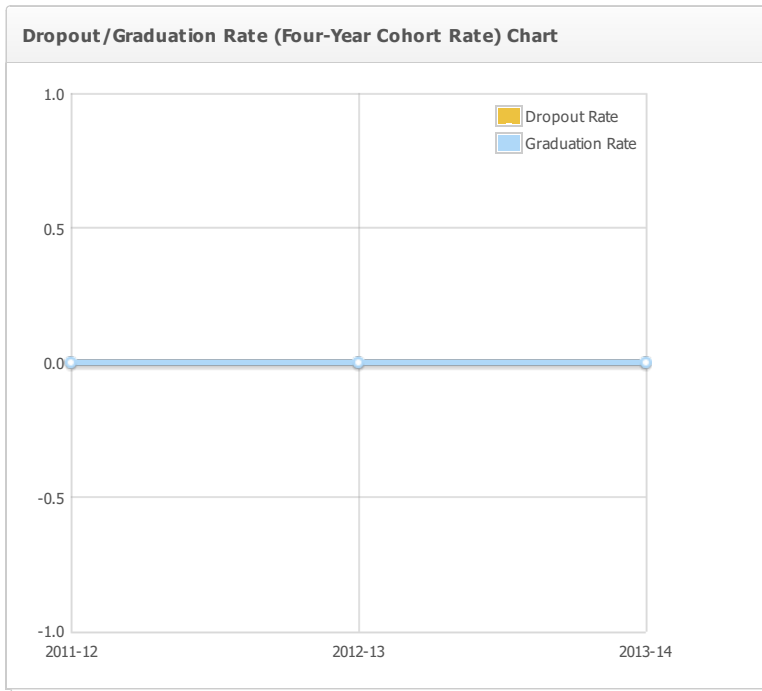
Last updated: 1/7/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	%	%	%	%	%	%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	66.60	68.10	70.20	78.87	80.44	80.95



Last updated: 1/7/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students		88	84
Black or African American		86	76
American Indian or Alaska Native		87	78
Asian		94	92
Filipino		92	96
Hispanic or Latino		88	81
Native Hawaiian or Pacific Islander		92	83
White		91	89
Two or More Races		92	82
Socioeconomically Disadvantaged		89	81
English Learners		32	50
Students with Disabilities		74	61
Foster Youth			

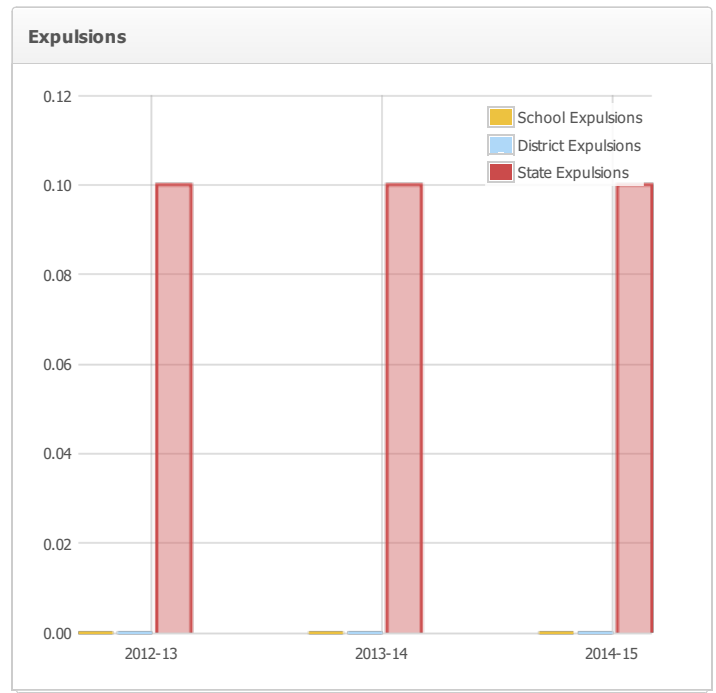
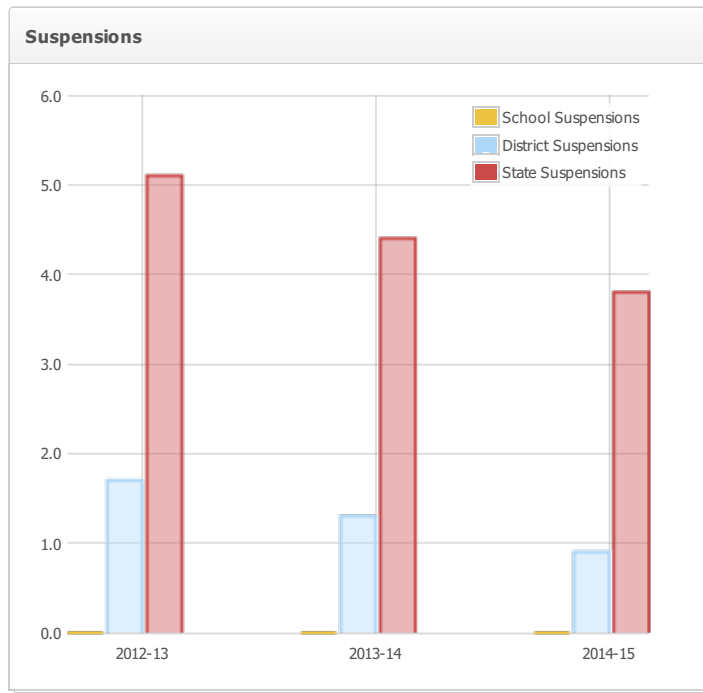
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/7/2016

School Safety Plan - Most Recent Year

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 manage the school safety plan.

Last updated: 1/7/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/7/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/7/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	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+
K	22.0			22.0	3		21.0		3
1	23.0			23.0	2		23.0		2
2	22.0			22.0	2		24.0		2
3	23.0			23.0	2		22.0		2
4	21.0			21.0	2		27.0		2
5	20.0			20.0	2		21.0		2
6	25.0			25.0	2		23.0		2
Other									

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

Last updated: 1/7/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/7/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	2.5	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	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.

Last updated: 1/7/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,796	\$2,527	\$6,268	\$52,081
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5,348	\$72,971
Percent Difference – School Site and State	N/A	N/A	9.2%	20.0%

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

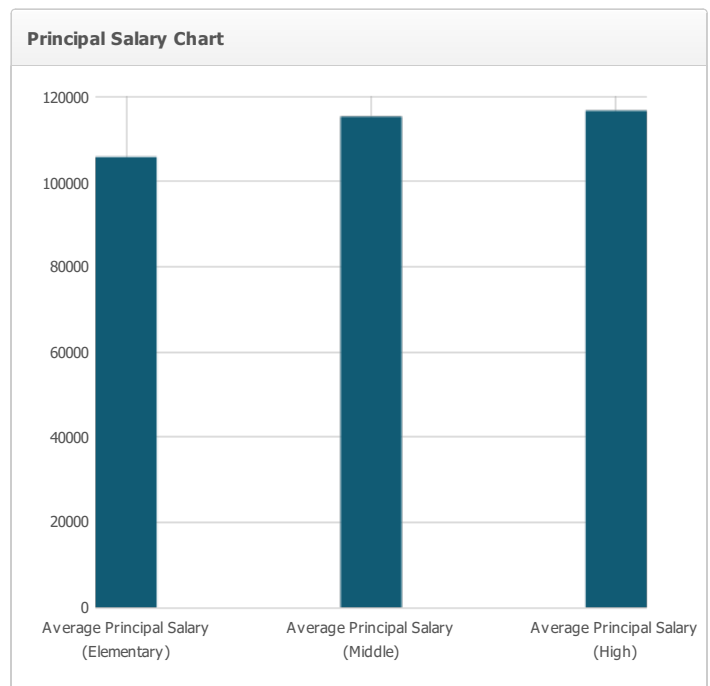
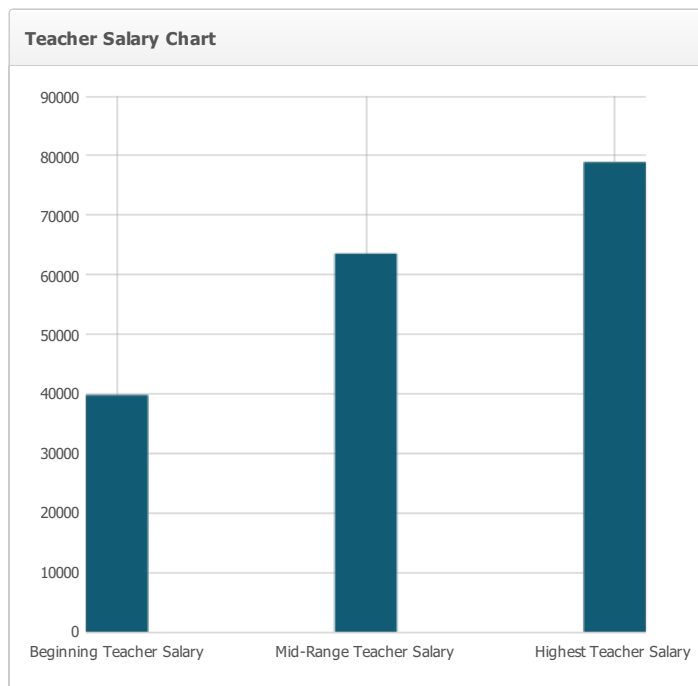
New Heights offers before school and afterschool programs for students. The before school program includes literacy work and breakfast. The afterschool program includes homework help, tutoring, enrichment activities, sports, arts, music and dance. Starting in 2014, New Heights will offer SES services (intervention services) for students with low test scores. Students also engage in small group support throughout the school day.

Last updated: 1/7/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
Percent of Budget for Teacher Salaries	35%	38%
Percent of Budget for Administrative Salaries	5%	5%

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



Last updated: 1/7/2016

Advanced Placement Courses (School Year 2014-15)

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

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/7/2016

Professional Development – Most Recent Three Years

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 2013-14: TK-8 articulation, strategic literacy, math fluency and problem-solving

The current year's focus for professional development includes the implementation of Readers' Workshop strategies to increase students' reading fluency and comprehension, integrating Responsive Classroom approaches to support classroom management and students' social-emotional development, oral language development, and math 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 Responsive Classroom coach. 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, and classroom management.

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