

New Heights Charter
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 2202 West Martin Luther King Jr Blvd.
Los Angeles, CA , 90008-2723

Principal: Amy Berfield

Phone: 3105080155

Grade Span:

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

<https://sarconline.org/public/print/19647330111211/2021-2022>

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About This School

Amy Berfield

Principal, New Heights Charter

About Our School

Amy Berfield
Executive Director
323-508-0155

Contact

New Heights Charter
2202 West Martin Luther King Jr Blvd.
Los Angeles, CA 90008-2723

Phone: 3105080155
Email: aberfield@newheightscharter.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	3105080155
Superintendent	Carvalho, Alberto
Email Address	aberfield@newheightscharter.org
Website	http://newheightscharter.org

School Contact Information (School Year 2022–23)

School Name	New Heights Charter
Street	2202 West Martin Luther King Jr Blvd.
City, State, Zip	Los Angeles, CA , 90008-2723
Phone Number	3105080155
Principal	Amy Berfield
Email Address	aberfield@newheightscharter.org
Website	http://newheightscharter.org
County-District-School (CDS) Code	19647330111211

Last updated: 1/13/23

School Description and Mission Statement (School Year 2022-23)

New Heights Charter School is a small charter school aimed at providing urban students a progressive education based on sound educational research into how students learn best, how to build intrinsic motivation, and how to promote continuous improvement and learning for students and adults. New Heights, opened in 2006 in South Los Angeles, currently serves 410 students on a private campus and a co-location with KING ES.

New Heights was founded in 2006 based on the idea that rigorous learning requires a caring learning community and that students' academic, social, emotional, and physical development are interrelated. New Heights is organized around a cohesive set of research-based ideas and practices about teaching and learning. The dedicated faculty work together closely to provide an engaging, personalized educational experience for students.

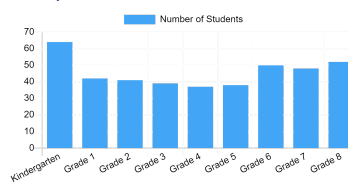
Essential to this vision is a set of beliefs about the importance of school culture and climate in promoting positive outcomes for students. Essential to this vision is a set of beliefs about the importance of school culture and its role in supporting continuous improvement in teaching and learning. New Heights is a highly collaborative learning community, providing a cohesive and coordinated experience for students as they progress through the school.

Our mission is to provide a safe, supportive, and engaging environment, so that all students are comfortable to take the risks necessary for learning. The school culture strives to promote equity and belonging as essential values in our school community. New Heights works to create the conditions in which each person participates, prospers, and reaches their full potential. Students develop their social – emotional skills in a setting that allows students to empathize, connect, and collaborate with a diverse group of peers, and encourages respect for all.

Last updated: 1/13/23

Student Enrollment by Grade Level (School Year 2021-22)

Grade Level	Number of Students
Kindergarten	64
Grade 1	42
Grade 2	41
Grade 3	39
Grade 4	37
Grade 5	38
Grade 6	50
Grade 7	48
Grade 8	52
Total Enrollment	411



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/13/23

Student Enrollment by Student Group (School Year 2021-22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	21.00%
Filipino	0.00%
Hispanic or Latino	78.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.00%
Foster Youth	1.00%
Homeless	8.00%
Migrant	0.00%
Socioeconomically Disadvantaged	99.00%
Students with Disabilities	14.00%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	86.36	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.55	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.09	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	22.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						

<https://sarconline.org/public/print/19647330111211/2021-2022>

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Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.60	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022-23)

Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Heights uses EL Education modules for ELA instruction, K-8. Teachers also have classroom libraries filled with fiction and nonfiction texts. Students read at their independent reading level. Teachers conduct read-alouds with grade level text. Teachers use SIPPS to teach phonics, phonemic awareness and sight words. Teachers also use online resources to support students' reading and writing, such as Reading A-Z, NewsELA, and EPIC.	Yes	0%
Mathematics	Teachers use Eureka Math (2) in grades TK-5. Teachers use Illustrative Math in grades 6-8. Teachers also use online resources such as Zearn, IXL and Moby Max.	Yes	0%
Science	Teachers use Amplify Science in grades K-8, developed by Lawrence Hall of Science.	Yes	0%
History-Social Science	Teachers use Social Studies Alive! and History Alive! in all grades from the Teachers' Curriculum Institute.	Yes	0%
Foreign Language	Teachers design their own materials and we work with Outschoool to provide support.	Yes	0%
Health	Teachers use nutrition resources and health education resources to support health education in all grades. Teachers use Rights, Respect, and Responsibility Curriculum (3r's) to teach sexual education. Teachers also use resources from Responsive Classroom and Connected and Respected to support students' social and emotional development.	Yes	0%
Visual and Performing Arts	Teachers use locally prepared materials and materials from LA County Office of Education.	Yes	0%
Science Lab Eqpm (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/23

School Facility Conditions and Planned Improvements

New Heights Charter School operates on two campuses. The Upper Campus is a LAUSD campus operated and maintained by LAUSD. The Lower Campus is maintained by New Heights. The campus is in good condition. In response to COVID-19, the campus now has an upgraded air system to support high quality ventilation. The campus also has no hands-free faucets and toilets.

Last updated: 1/13/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	Floors were cleaned and resealed on Lower Campus.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Vermin entryway to computer closet was sealed to prevent wire damage.
Electrical: Electrical		Emergency lights were repaired in office building.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Toilet repair at Lower Campus.
Safety: Fire Safety, Hazardous Materials	Good	Passed city fire inspection with no issues.
Structural: Structural Damage, Roofs	Good	Repair work on roof to prevent leaking into window completed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: October 2021

Overall Rating	Good
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Last updated: 1/13/23

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	38%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	26%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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.

Note: ELA and 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.

Last updated: 1/14/23

School Accountability Report Card

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	264	97.42	2.58	37.88
Female	133	131	98.50	1.50	40.46
Male	138	133	96.38	3.62	35.34
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	47	46	97.87	2.13	30.43
Filipino	0	0	0	0	0
Hispanic or Latino	221	216	97.74	2.26	39.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	79	74	93.67	6.33	16.22
Foster Youth	--	--	--	--	--
Homeless					0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	263	97.41	2.59	38.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	19.15

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.
 Last updated: 1/13/23

School Accountability Report Card

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	268	98.89	1.11	26.12
Female	133	131	98.50	1.50	22.14
Male	138	137	99.28	0.72	29.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	47	46	97.87	2.13	26.09
Filipino	0	0	0	0	0
Hispanic or Latino	221	219	99.10	0.90	25.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	79	78	98.73	1.27	14.10
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	267	98.89	1.11	26.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	10.64

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.
 Last updated: 1/13/23

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	N/T	8	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/13/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021-22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	89	98.89	1.11	7.87
Female	36	36	100.00	0.00	0.00
Male	54	53	98.15	1.85	13.21
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	12.50
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	6.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	89	98.89	1.11	7.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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.

Last updated: 1/13/23

Career Technical Education (CTE) Programs (School Year 2021–22)

N/A

Last updated: 1/13/23

Career Technical Education (CTE) Participation (School Year 2021–22)

N/A

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

Last updated: 1/13/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

N/A

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/13/23

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

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022-23)

Parent/Guardian Role at New Heights Charter School

Parent involvement is valued at New Heights and help the school better understand each student, connect students' learning to home culture, and provide an authentic audience for student's work. Parents will be kept informed of their child's process through regular classroom and principal communications.

Parents/guardians participate in the life of the school and in cultural/educational events such as:

1. Student-led conferences twice a year
2. Family Nights
3. Monthly Tea meetings with the Executive Director and/or Parent Coordinator Schoolwide community events and performances
4. Healthy Family events
5. Publishing Celebrations
6. Advisory Groups, including the English Language Learning Advisory Group and School Site Council.

Please contact Viv Finley if you'd like to know more about Parent Involvement opportunities: 323-508-0155.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate					8.90%	7.80%		8.90%	7.80%
Graduation Rate					82.90%	87.40%		84.2%	87.0%

Last updated: 1/13/23

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Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021-22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/13/23

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Chronic Absenteeism by Student Group
(School Year 2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	443	424	100	23.6
Female	218	210	47	22.4
Male	225	214	53	24.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	96	90	22	24.4
Filipino	0	0	0	0.0
Hispanic or Latino	341	328	74	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	2	2	1	50.0
English Learners	162	155	35	22.6
Foster Youth	6	5	0	0.0
Homeless	33	31	7	22.6
Socioeconomically Disadvantaged	439	423	100	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	15	21.4

Last updated: 1/13/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.23%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/13/23

Suspensions and Expulsions by Student Group

(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/13/23

School Safety Plan (School Year 2022–23)

New Heights Charter School is committed to providing a safe and secure environment for faculty, staff and students. The Safe School Plan is designed to assist each school staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The School Safety Plan is revised yearly and a hard copy is available at the school site. The major goal of this plan is to assist all school staff in preparing for the potential of emergency situations and understand our evacuation procedures. Our Safe School Plan was last revised in September 2022. The Safety Plan was discussed with students during the winter of 2022. New Heights Emergency Response team meets twice a year to discuss the School Safety Plan and shares information annually with our staff during staff meeting.

New Heights has a buzzer gate at the entry to the school. All visitors must sign in at the front office and wear a visitor's pass when entering the campus. Visitors also are instructed to go directly to their destination and return to the front office to sign out upon leaving the site. New Heights Charter School conducts monthly drills to practice for earthquake, fire, shelter-in-place and lockdown emergencies. The Safety Plan includes the following key elements: Emergency Phases, Emergency Management, Emergency Maps, Evacuation Procedures, Emergency Supplies, Emergency Contact Information and Communication, Operating Procedures, Emergency Management Plans Lock-Down-No Response, Lock-Down-Response, Other Emergencies Not Requiring a Lock-Down, Fire, Duck-Cover- and Hold, Shelter-in-Place, Plan Maintenance, Training, and Vital Record Retention.

<https://sarconline.org/public/print/19647330111211/2021-2022>

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School Accountability Report Card

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	23.00		2	
2	18.00	2		
3	23.00		2	
4	24.00		2	
5	22.00		2	
6	26.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020-21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	26.00		2	
2	19.00	2		
3	19.00	2		
4	22.00		2	
5	22.00		2	
6	23.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

School Accountability Report Card

Average Class Size and Class Size Distribution (Elementary) School Year 2021-22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	21.00		2	
2	21.00	1	1	
3	20.00	2		
4	19.00	2		
5	19.00	2		
6	25.00		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021-22)

<https://sarconline.org/public/print/19647330111211/2021-2022>

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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: 1/13/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	411.00

* 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: 1/13/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	3.00
Nurse	
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	3.00
Other	0.00

* 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: 1/13/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14324.00	\$4216.00	\$10109.00	\$65092.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/23

Types of Services Funded (Fiscal Year 2021–22)

New Heights Charter School offers various programs and services to support and assist students including:

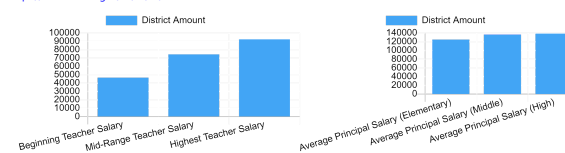
- Before school programs and Afterschool programs
- Afterschool intervention for struggling students
- Monthly field trips (virtual during distance learning)
- Summer School (funded through Title I funding)
- English Language learner resources (funded through Title III funding)
- Breakfast and lunch for all students
- Counseling and social/emotional support Special Education services
- Support for Homeless and Foster students and families Parent education and support
- Online education during pandemic and quarantine with 1:1 technology and live online classes

Last updated: 1/13/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2021-22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

Last updated: 1/13/23

Professional Development

NHCS PROFESSIONAL DEVELOPMENT STRUCTURES

- Each summer, prior to the start of the school year, all teachers and teaching partners participate in approximately 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 and teaching partners continue to engage in a three-hour block of professional development or team planning time every Wednesday 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 all staff and 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, Science 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.
- Data Analysis and Planning: Teachers determine which student work / test data to collect, grade and sort, norm with colleagues, determine areas of strength and weakness, plan future instruction based on analysis.
- New Heights staff (non-teachers) also participate in professional development. For example, Physical Education staff, yard staff, and afterschool staff have participated in SPARK Physical Education Program training and Playworks. In addition, all support staff has participated in *Responsive Classroom* training facilitated by New Heights teachers. Afterschool staff has also participated in training and planning sessions to support the enrichment components of the program.

School Accountability Report Card

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Last updated: 1/13/23