New Heights Charter

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	2202 West Martin Luther King Jr Blvd. Los Angeles, CA , 90008-2723	**Principal:**	Amy Berfield, Principal
Phone:	(310) 559-6404	**Grade Span:**	K-8

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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Amy Berfield, Principal

Principal, New Heights Charter

About Our School

Thank you for your interest in New Heights Charter School. We welcome studentsin grades TK-8 to join us in our efforts to create a caring, engaging and safelearning environment for all. Enrollment for 2026-27 has already begun and ends in March 2026.

New Heights was founded in 2006 based on the idea that rigorous learningrequires a caring learning community and that students' academic, social,emotional, and physical development are interrelated. Essential to this vision is aset of beliefs about the importance of school culture and climate.

New Heights Charter School has a strong operating history with consistentpositive net income. The school has a large reserve to invest in a location to uniteour school population onto one campus.

ACHIEVEMENTS/HONORS:

• Named one of the Top Los Angeles County Public Schools for Underserved Students in 2025 and was named a U.S. News and World Report Best Middle School

• Received full WASC Accreditation from 2007-2026

• New Heights has received high ratings for Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, Fiscal Operations, and Governance from the charter authorizer oversight visits.

• Featured in WestEd's Beyond SEL Audio Gallery for our Team-Based Approach to serving students.

• Named one of America's Healthiest Schools All Stars in 2024 and 2025 by the Alliance for a Healthier Generation.

Sincerely,

Amy Berfield, Executive Director

Contact

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

Phone: (310) 559-6404
Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

School Name	New Heights Charter
Street	2202 West Martin Luther King Jr Blvd.
City, State, Zip	Los Angeles, CA, 90008-2723
Phone Number	(310) 559-6404
Principal	Amy Berfield, Principal
Email Address	aberfield@newheightscharter.org
Website	http://newheightscharter.org
Grade Span	K-8
County-District-School (CDS) Code	19647330111211

School Description and Mission Statement (School Year 2025–26)

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 school.

Our mission is to provide a safe, supportive, and engaging environment, so that all students are comfortable taking the risks necessary for learning. The school culture strives to promote equity, justice, diversity, 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.

New Heights has a commitment to equitable learning environments, diversity and addressing the demographic gaps between students and teachers. Our learning environments are designed so that every student experiences:

• An engaging, intellectually rigorous learning environment.

• Physical, emotional, and psychological safety.

• Meaningful and relevant work and classroom discourse.

• Their culture, practices, and values acknowledged, honored, and respected.

• Feeling seen, respected, and cared for by adults who reflect the students they serve.

• Opportunities to set and meet goals, and to learn and recover from failure.

• Empathy for and meaningful connections with others.

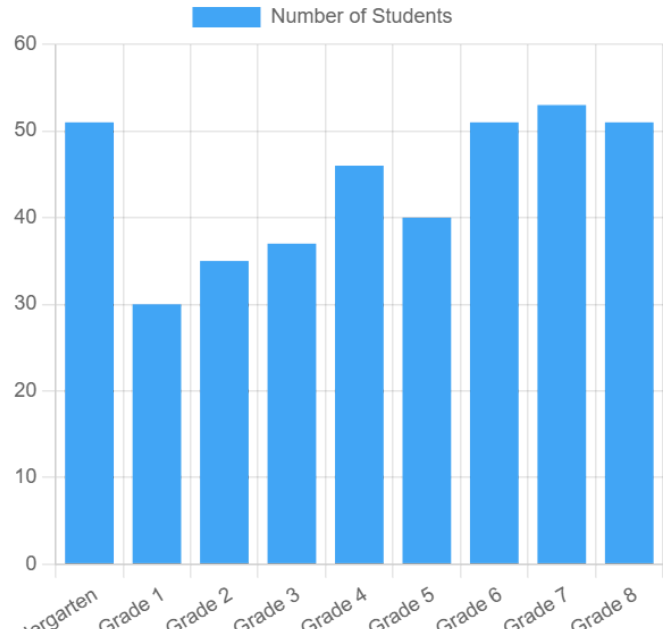
New Heights supports students' social-emotional development as well as academic development. Children's emotional well-being is supported by creating a safe environment for children. At New Heights we do this by establishing routines, setting clear expectations, teaching communication and problem-solving skills, teaching children to identify and understand their own feelings and the feelings of others, and developing knowledge and skills for healthy living.

Guiding Principles

- The social curriculum is as important as the academic curriculum.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach is essential to children's education.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	51
Grade 1	30
Grade 2	35
Grade 3	37
Grade 4	46
Grade 5	40
Grade 6	51
Grade 7	53
Grade 8	51
Total Enrollment	394



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	22.80%
Filipino	0.00%
Hispanic or Latino	75.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.30%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.20%
Foster Youth	0.80%
Homeless	6.60%
Migrant	0.00%
Socioeconomically Disavantaged	88.60%
Students with Disabilities	18.80%

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 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)	21.00	95.45%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.55%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	22.00	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	14.00	66.67%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.00	9.52%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	19.05%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	4.76%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	21.00	100.00%	27077.80	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	16.00	72.73%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	13.64%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.64%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	22.00	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	3	3.00
Misassignments	1.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	4	3.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2%	5.2%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Heights uses EL Education modules. Teachers also have classroom libraries filled with fiction and nonfiction texts. Teachers conduct read-alouds with grade-level text. Teachers use SIPPS to teach phonics,phonemic awareness and sight words. Teachers also use onliner esources to support students' reading and writing, such as Reading A-Z, NewsELA Flocabulary, and EPIC.	0
Mathematics	Teachers use Eureka Math2 in grades TK-5 and IllustrativeMath/Desmos/Zearn in grades 6-8. Teachers also use online resources such as IXL and iReady.	0
Science	Teachers use Amplify Science in grades K-8, developed by Lawrenc eHall of Science.	0
History-Social Science	Teachers use Social Studies Alive! and History Alive! in all grades fromt he Teachers' Curriculum Institute.	0
Foreign Language	Teachers use Rosetta Stone and other teacher-designed materials.	0
Health	Teachers use nutrition resources and health education resources to support health education in all grades, such as Healthy Lifestyles Curriculum and HealthSmart. In addition, teachers use the 3 R's to teach health education and SPARKS to teach physical education.	0
Visual and Performing Arts	Teachers use locally prepared materials and materials from LA County Office of Education.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, New Heights Charter School utilizes the services from third parties. In reviewing the Facilities Inspection Tool(FIT), New Heights has maintained good repair on its Lower Campus by attending to the following categories: gas and sewer, HVAC, roofs, overall cleanliness, plumbing, drinking fountains, restrooms, playgrounds, and school grounds. For all items inspected that were found to not be in “good repair,” a work-order was created and maintenance was completed. Maintenance items will be prioritized so that student safety is not compromised.

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 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	We have Orkin visit the Lower Campus regularly.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	We took the following action since conductin the FIT: 1) fixed the gutters on the bungalows at Lower Campus and 2) completed remediation on the corners of the bungalows at Lower Campus due to problem with the gutters.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We added a gate for safety, repainted the handicapped parking space, and fixed the Kinder outside door.

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	40%	46%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	38%	39%	32%	35%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	276	97.53%	2.47%	46.35%
Female	142	139	97.89%	2.11%	50.36%
Male	141	137	97.16%	2.84%	42.34%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	61	61	100.00%	0.00%	48.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	219	213	97.26%	2.74%	45.28%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	78	93.98%	6.02%	11.69%
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	18.75%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	251	244	97.21%	2.79%	44.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	52	98.11%	1.89%	15.69%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	280	98.94%	1.06%	39.43%
Female	142	140	98.59%	1.41%	38.13%
Male	141	140	99.29%	0.71%	40.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	61	61	100.00%	0.00%	36.67%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	219	216	98.63%	1.37%	39.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	82	98.80%	1.20%	17.07%
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	18.75%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	251	248	98.80%	1.20%	38.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	53	52	98.11%	1.89%	15.69%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	17.58%	20.00%	21.89%	24.78%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91%	1.09%	20.00%
Female	42	42	100.00%	0.00%	19.51%
Male	50	49	98.00%	2.00%	20.41%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	20	20	100.00%	0.00%	31.58%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	70	98.59%	1.41%	15.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	33	33	100.00%	0.00%	6.06%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	84	83	98.81%	1.19%	19.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	17	94.44%	5.56%	12.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 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 area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025–26)

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 in the classroom
6. Advisory Groups, including the English Language Learning Advisory Group and Parent Advisory Council
7. Exhibitions of Students Work (End Year Learning Museum)
8. Community Schools Events and Community Schools Advisory Team
9. Field Trips

State Priority: Pupil Engagement

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

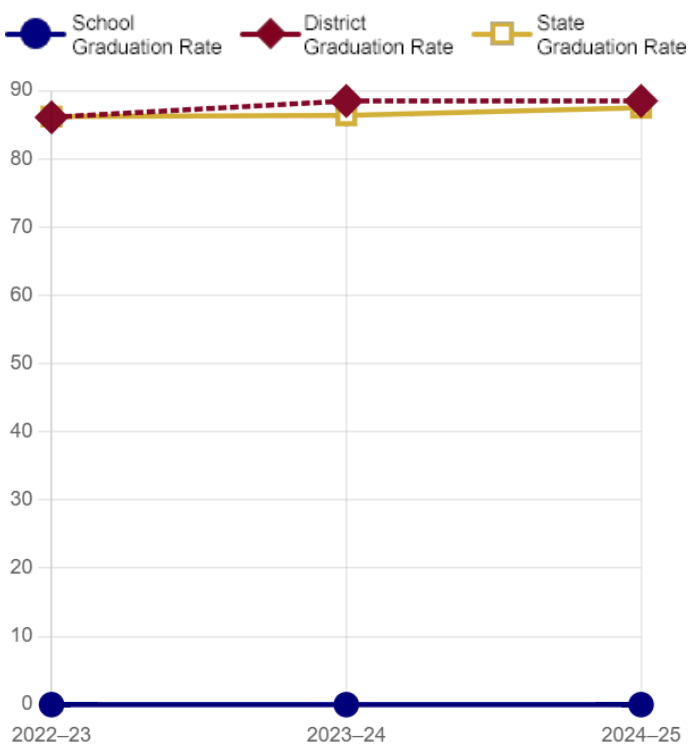
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

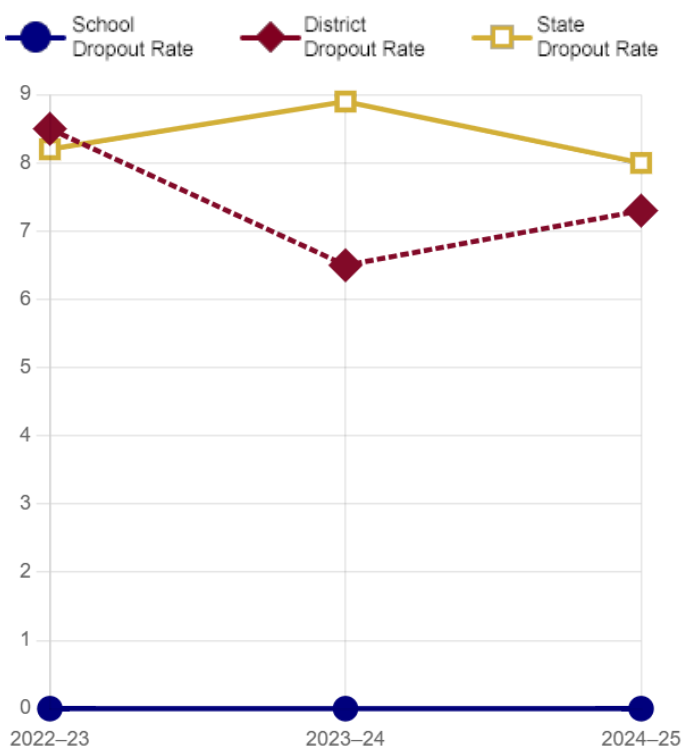
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate				86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	0%			8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	415	86	20.7%
Female	208	203	37	18.2%
Male	218	212	49	23.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	99	97	23	23.7%
Filipino	--	--	--	--
Hispanic or Latino	319	310	60	19.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	145	139	29	20.9%
Foster Youth	--	--	--	--
Homeless	28	28	9	32.1%
Socioeconomically Disadvantaged	382	374	80	21.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	83	16	19.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.23%	0.47%	0.55%	0.60%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47%	0.00%
Female	0.00%	0.00%
Male	0.92%	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	0.63%	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	0.69%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.52%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.16%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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 hardcopy 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 includes a COVID-19 attachment based on the most up-to-date state and county health and safety guidance. The Safety Plan was discussed with students during the fall of of each school year.

New Heights Emergency Response team meet twice a year to discuss School Safety Plan and shared 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, Response 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.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	3	0	0
1	22.00	0	2	0
2	22.00	0	2	0
3	20.00	2	0	0
4	18.00	2	0	0
5	21.00	0	2	0
6	24.00	0	2	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	3		
1	17.00	2		
2	21.00	1	1	
3	22.00		2	
4	21.00		2	
5	21.00	1	1	
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2		
1	30.00		1	
2	18.00	2		
3	19.00	2		
4	23.00		2	
5	20.00	1	1	
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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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 2024–25)

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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0.01

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other**	3.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21927.27	$7371.97	$14555.30	$73968.57
District	N/A	N/A	$12748.41	$90557.00
Percent Difference – School Site and District	N/A	N/A	14.00%	18.00%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	31.00%	26.00%

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

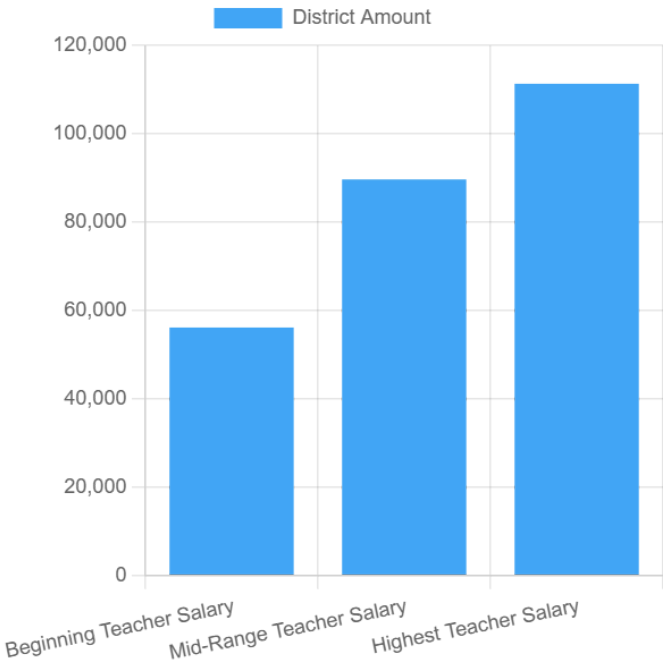
Types of Services Funded (Fiscal Year 2024–25)

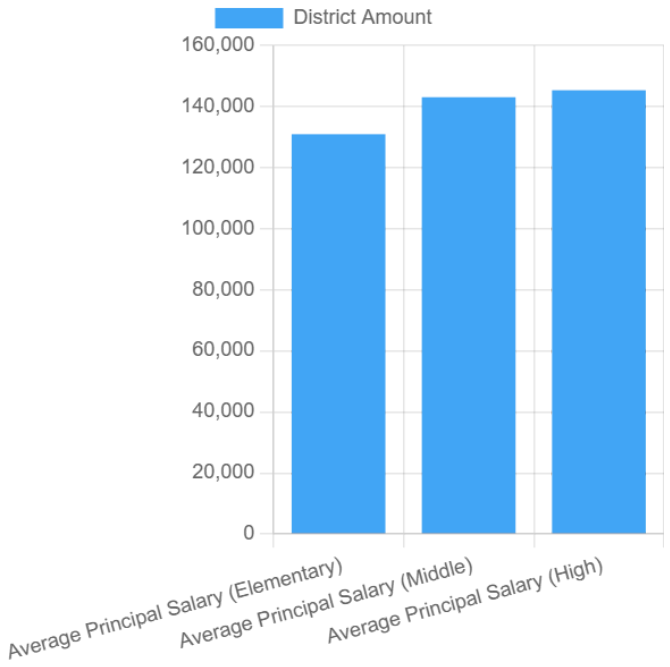
New Heights Charter School offers various programs and services to support and assiststudents including:
· Before school programs and Afterschool programs
· Afterschool intervention for struggling students
· Monthly field trips
· Summer School (funded through Title I and LCAP funding)
· English Language learner resources (funded through Title II and LCAP funding)
· Breakfast and lunch for all students
· Counseling and social/emotional support
· Special Education services
· Support for Homeless and Forster students and families Parent education and support
· Online education during pandemic with 1:1 technology and live online classes
· Fall and Winter Intersession Programs for Students

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21