

The Heights Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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/fq/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).

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.

Mrs. Diana Whyte, Director

Principal, The Heights Charter

About Our School

Contact

The Heights Charter
2710 Alpine Blvd., Suite E
Alpine, CA 91901-2389

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About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Bradley Johnson
Email Address	
Website	www.dehesasd.net/

School Contact Information (School Year 2019—20)	
School Name	The Heights Charter
Street	2710 Alpine Blvd., Suite E
City, State, Zip	Alpine, Ca, 91901-2389
Phone Number	619-792-9000
Principal	Mrs. Diana Whyte, Director
Email Address	heightscharter@gmail.com
Website	www.heightscharter.org
County-District-School (CDS) Code	37680490127118

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

School Description

The Heights Charter opened in the 2012-2013 school year. It is a K-8 independent study charter school designed to draw out the excellence in each individual student by developing his or her interests, gifts, talents, and passions. The Heights Charter operates one resource center where each student has an individualized study program with the benefits of optional onsite academic and learning labs. Onsite learning activities provide opportunities for socialization, academic enrichment, and teacher support not usually available in a standard independent study program. The program customizes the learning experience to each student's needs and interests so they learn right at the edge of challenge, minimizing frustration and boredom, and optimizing student engagement time. Consequently, students typically excel as well as develop a love of learning. The Heights Charter embraces the opportunity to provide a dynamic, individualized learning experience to a student population that has increasingly fallen through the educational 'cracks' in previous learning environments.

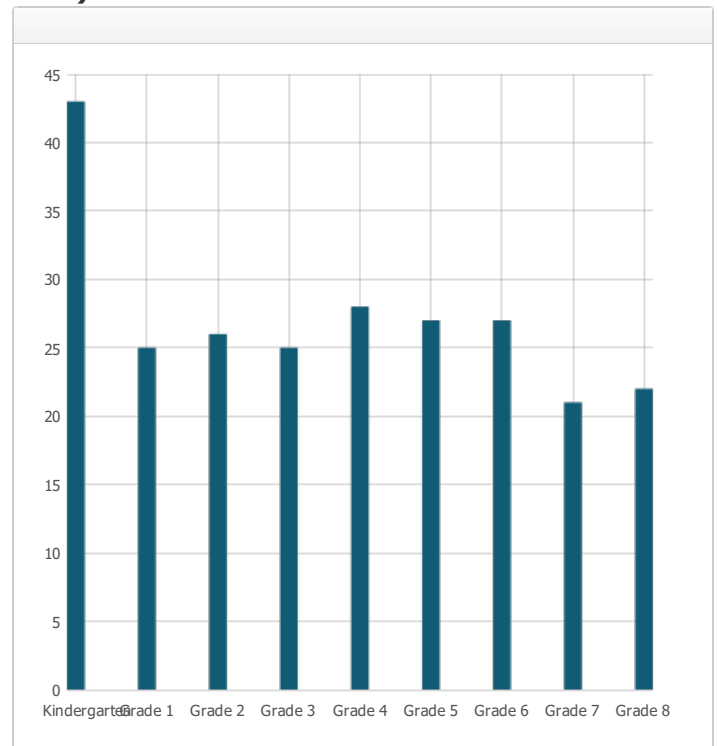
School Mission

The Heights Charter is founded on the belief that all children are born with the capacity for excellence. Our goal is to enable students to become self-motivated, competent, and lifelong learners. We provide students with a rigorous, standards-based program within a small school nurturing environment that incorporates strong family and community ties. To this end, we offer a non-traditional K-8 independent study program that offers optional onsite opportunities to enhance and enrich the individually designed curriculum and direction.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	43
Grade 1	25
Grade 2	26
Grade 3	25
Grade 4	28
Grade 5	27
Grade 6	27
Grade 7	21
Grade 8	22
Total Enrollment	244



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	%
Asian	0.80 %
Filipino	0.40 %
Hispanic or Latino	12.70 %
Native Hawaiian or Pacific Islander	%
White	78.70 %
Two or More Races	6.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	11.90 %
English Learners	1.60 %
Students with Disabilities	11.50 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

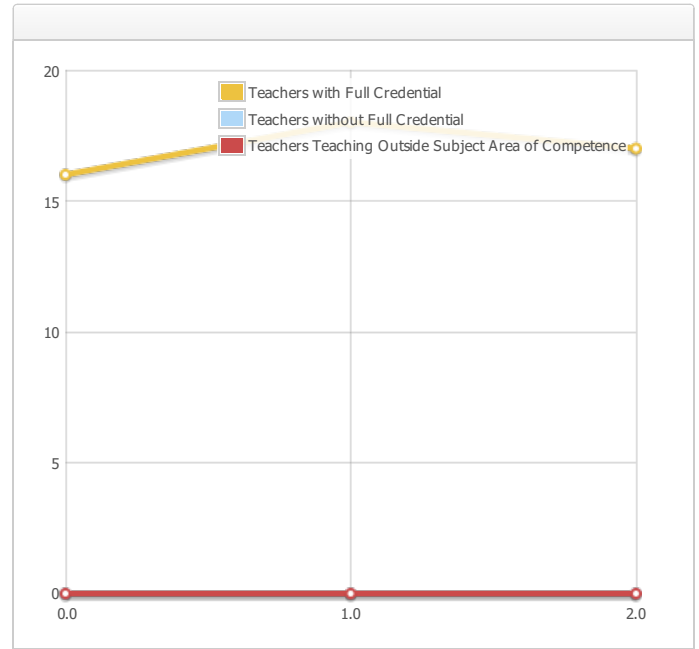
State Priority: Basic

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

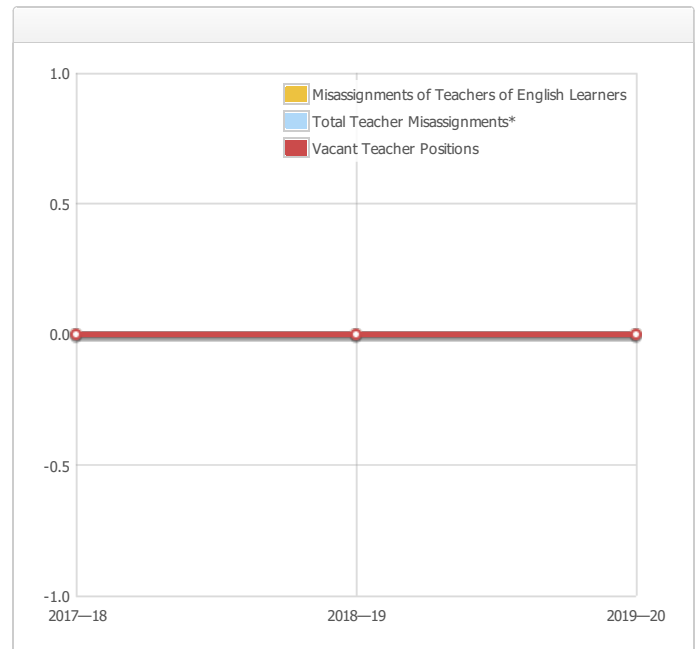
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	16	18	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
Mathematics	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
Science	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
History-Social Science	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
Foreign Language	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
Health	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.00 %
Visual and Performing Arts	The Heights Charter provides high quality instructional materials and core curricula for all students at all grade levels, including standards-aligned textbooks. Materials are updated and replaced as needed.		0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	N/A

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

The Heights Charter resource center is in excellent condition. The Heights Charter's square footage of the resource center is based on enrollment wanting to ensure that there is adequate space to accommodate all students that choose to make use of the resources offered at the learning center. Such resources include reference books and materials, computers and learning labs, and interaction with credentialed teachers to allow each child to attain the goals outlined in his/her individual study program. In addition, in response to parents voicing a concern regarding the level of physical activity offered, expansion of the physical education area was obtained to allow the resource center to offer supervised sports.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report:

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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Last updated: 1/30/2020

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, which 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); and
- 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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	63.0%	41.0%	44.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	50.0%	23.0%	23.0%	38.0%	39.0%

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: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	144	98.63%	1.37%	63.19%
Male	72	71	98.61%	1.39%	60.56%
Female	74	73	98.65%	1.35%	65.75%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	23	23	100.00%	0.00%	56.52%
Native Hawaiian or Pacific Islander					
White	113	111	98.23%	1.77%	62.16%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	55.56%
English Learners	--	--	--	--	
Students with Disabilities	24	24	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	144	98.63%	1.37%	49.65%
Male	72	71	98.61%	1.39%	54.29%
Female	74	73	98.65%	1.35%	45.21%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	23	23	100.00%	0.00%	47.83%
Native Hawaiian or Pacific Islander					
White	113	111	98.23%	1.77%	48.18%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	50.00%
English Learners	--	--	--	--	
Students with Disabilities	24	24	100.00%	0.00%	20.83%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/30/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	51.90%	29.60%	3.70%
7	33.30%	33.30%	14.30%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

In addition to encouraging parents to serve on the Board, a Parent Advisory Council was created to be responsible for parent involvement in school activities, fundraising, and advising the Board of Directors on any and all matters related to the strengthening of the charter school community. Parent participation plays a vital role in the effectiveness of our program.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

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

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

The Heights Charter has a school safety coordinator who attends safety meetings at the county office of education and who works to keep the school's comprehensive safety plan up to date. The safety coordinator and the director are responsible for organizing fire and earthquake drills, which take place quarterly. Each room at the resource center is equipped with emergency essentials such as first aid kits and flashlights. The Heights Charter also maintains an updated school safety plan and reviews with staff on a regular basis. The safety plan includes emergency procedures, emergency telephone numbers, and an immediate response plan. The Heights Charter puts forth great effort to ensure that our facilities are clean, safe, and functional for students and staff.

The School Safety Plan was recently updated and reviewed in October 2019.

Last updated: 1/30/2020

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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8209.10	\$1119.59	\$7089.52	\$55404.00
District	N/A	N/A	\$7089.52	\$55404.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	6.00%	15.00%

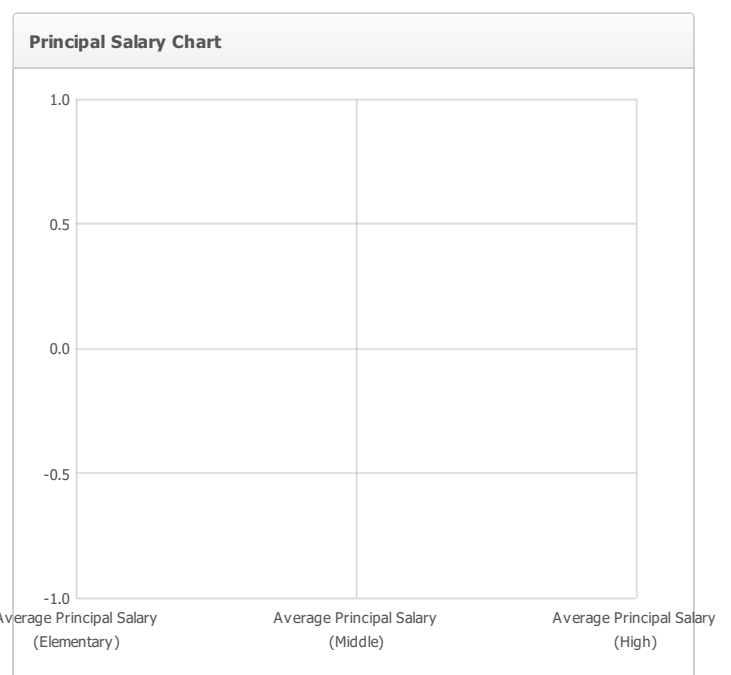
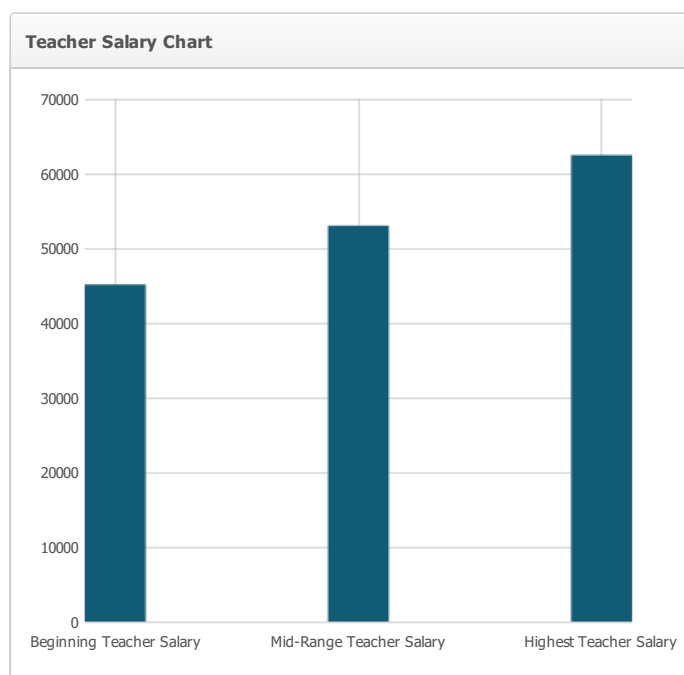
Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,150	\$45,252
Mid-Range Teacher Salary	\$53,025	\$65,210
Highest Teacher Salary	\$62,475	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$74,000	\$124,686
Percent of Budget for Teacher Salaries	35.00%	31.00%
Percent of Budget for Administrative Salaries	4.00%	7.00%

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



Last updated: 1/31/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13