

The Heights Charter
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 2710 Alpine Blvd., Ste. E
Alpine, CA , 91901-2389

Principal: Mrs. Diana Whyte, Executive Director

Phone: (619) 792-9000

Grade Span: TK-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

Mrs. Diana Whyte, Executive Director

📍 Principal, The Heights Charter

Contact

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

Phone: [\(619\) 792-9000](tel:6197929000)

Email: dwhyte@heightscharter.com

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

| | |
|-----------------------|--|
| District Name | Dehesa Elementary |
| Phone Number | (619) 444-2161 |
| Superintendent | Johnson, Bradley |
| Email Address | bradley.johnson@dehesasd.net |
| Website | www.dehesasd.net/ |

School Contact Information (School Year 2025–26)

| | |
|--|--|
| School Name | The Heights Charter |
| Street | 2710 Alpine Blvd., Ste. E |
| City, State, Zip | Alpine, CA , 91901-2389 |
| Phone Number | (619) 792-9000 |
| Principal | Mrs. Diana Whyte, Executive Director |
| Email Address | dwhyte@heightscharter.com |
| Website | heightscharter.org |
| Grade Span | TK-8 |
| County-District-School (CDS) Code | 37680490127118 |

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

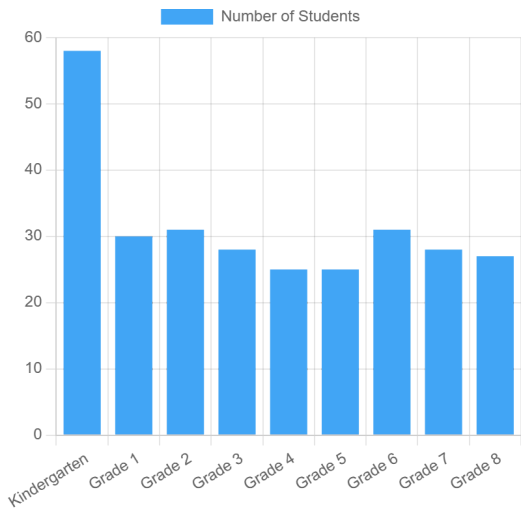
The Heights Charter opened in the 2012-2013 school year. It is a TK-8 independent study charter school designed to draw out the excellence in each individual student by developing his or her interests, gifts, talents, and passions. The Heights Charter operates one resource center where each student has 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 TK-8 independent study program that offers optional onsite opportunities to enhance and enrich the individually designed curriculum and direction.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 58 |
| Grade 1 | 30 |
| Grade 2 | 31 |
| Grade 3 | 28 |
| Grade 4 | 25 |
| Grade 5 | 25 |
| Grade 6 | 31 |
| Grade 7 | 28 |
| Grade 8 | 27 |
| Total Enrollment | 283 |



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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.60% |
| Male | 48.40% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 0.00% |
| Black or African American | 0.00% |
| Filipino | 0.00% |
| Hispanic or Latino | 12.70% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 5.30% |
| White | 82.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 1.40% |
| Foster Youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 13.40% |
| Students with Disabilities | 14.10% |

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) | 13.00 | 81.37% | 271.40 | 63.09% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 1.40 | 0.34% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.00 | 18.69% | 156.00 | 36.27% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 1.20 | 0.30% | 15831.90 | 5.67% |
| Total Teaching Positions | 16.00 | 100.00% | 430.20 | 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) | 11.90 | 70.43% | 275.50 | 66.08% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 1.00 | 0.24% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.00 | 17.74% | 137.10 | 32.89% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 2.00 | 11.83% | 3.20 | 0.79% | 14303.80 | 5.15% |
| Total Teaching Positions | 16.90 | 100.00% | 417.00 | 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) | 12.80 | 72.78% | 327.60 | 71.51% | 230039.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 0.00 | 0.00% | 6213.80 | 2.23% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 0.50 | 0.12% | 16855.00 | 6.04% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.00 | 17.05% | 112.20 | 24.50% | 12112.80 | 4.34% |
| Unknown/Incomplete/NA | 1.80 | 10.23% | 17.70 | 3.87% | 13705.80 | 4.91% |
| Total Teaching Positions | 17.60 | 100.00% | 458.20 | 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 | 0 | 0.00 |
| Misassignments | 0.00 | 0 | 0.00 |
| Vacant Positions | 0.00 | 0 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0.00 |

**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 | 3.00 | 3 | 3.00 |
| Total Out-of-Field Teachers | 3.00 | 3 | 3.00 |

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) | 0% | 0% | 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) | 5.8% | 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: null 2024

| 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 | 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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

The Heights Charter resource center is in excellent condition. The Heights Charter's square footage of the resource center is based on enrollment ensuring 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.

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: December 2024

| 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: December 2024

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

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) | 62% | 61% | 50% | 52% | 47% | 48% |
| Mathematics (grades 3-8 and 11) | 49% | 56% | 36% | 38% | 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 | 167 | 165 | 98.80% | 1.20% | 61.21% |
| Female | 82 | 81 | 98.78% | 1.22% | 62.96% |
| Male | 85 | 84 | 98.82% | 1.18% | 59.52% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 19 | 100.00% | 0.00% | 47.37% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 139 | 137 | 98.56% | 1.44% | 62.04% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00% | 0.00% | 24.00% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 31 | 31 | 100.00% | 0.00% | 51.61% |

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.

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 | 167 | 164 | 98.20% | 1.80% | 55.83% |
| Female | 82 | 81 | 98.78% | 1.22% | 46.25% |
| Male | 85 | 83 | 97.65% | 2.35% | 65.06% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 19 | 100.00% | 0.00% | 57.89% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| White | 139 | 136 | 97.84% | 2.16% | 55.56% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 24 | 96.00% | 4.00% | 37.50% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 31 | 30 | 96.77% | 3.23% | 70.00% |

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) | 46.43% | 47.17% | 25.58% | 26.56% | 30.73% | 32.52% |

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 | 54 | 53 | 98.15% | 1.85% | 47.17% |
| Female | 32 | 32 | 100.00% | 0.00% | 50.00% |
| Male | 22 | 21 | 95.45% | 4.55% | 42.86% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 0 | 0 | 0% | 0% | 0% |
| Black or African American | 0 | 0 | 0% | 0% | 0% |
| Filipino | 0 | 0 | 0% | 0% | 0% |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | 48 | 47 | 97.92% | 2.08% | 48.94% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | -- | -- | -- | -- | -- |

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: 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 |
|-------|----------------------------------|--|---|---|-----------------------------|
| 5 | 96% | 96% | 96% | 96% | 96% |
| 7 | 93% | 96% | 96% | 96% | 96% |

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)

In addition to encouraging parents to serve on the Board, a Parents Association 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. For more information, please contact the school office at 619-792-9000.

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

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 | 293 | 290 | 0 | 0.0% |
| Female | 154 | 152 | 0 | 0.0% |
| Male | 139 | 138 | 0 | 0.0% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 37 | 0 | 0.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 0 | 0.0% |
| White | 237 | 236 | 0 | 0.0% |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 46 | 44 | 0 | 0.0% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 47 | 47 | 0 | 0.0% |

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 | 0.37% | 0 | 0.34% | 0.04% | 0.01% | 0.05% | 3.6% | 3.28% | 2.94% |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0.34% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 0.72% | 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 | 0.42% | 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% |

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)

The Heights Charter’s school safety coordinator revises the school's comprehensive safety plan as needed with safety updates provided by the state and county office of education. The safety coordinator and the director are responsible for organizing quarterly fire and earthquake drills. 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 plan was last approved by the Board of Directors on 2/24/2025.

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.

Student Support Services Staff (School Year 2024–25)

| 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** | 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.

** "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 | \$12618.88 | \$1767.50 | \$10851.39 | \$73165.00 |
| District | N/A | N/A | -- | \$88680.00 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$11146.18 | \$85291.00 |
| Percent Difference – School Site and State | N/A | N/A | | |

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

Types of Services Funded (Fiscal Year 2024–25)

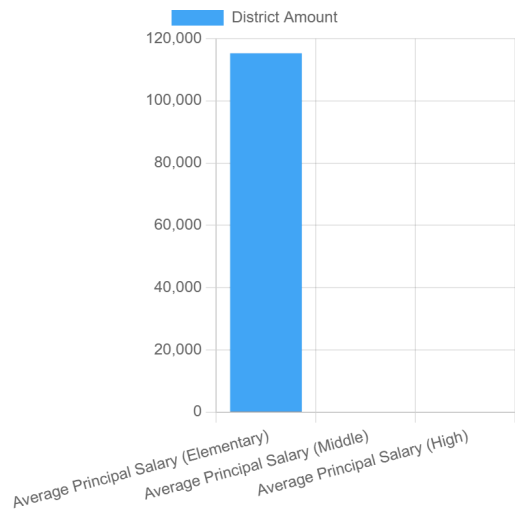
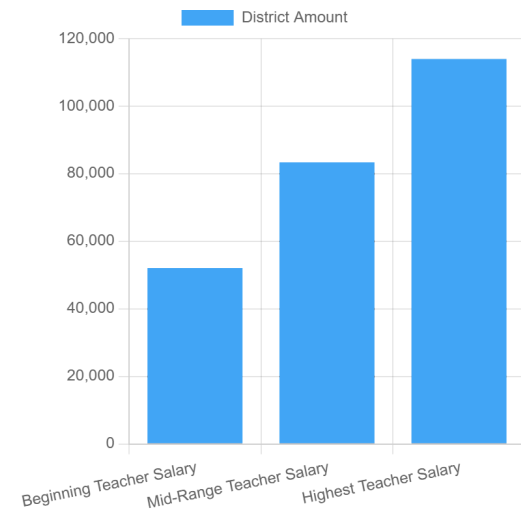
Special Education - Through the learning center model, students receive appropriate support and services in the least restrictive environment. Supports include small group pullout and/or push-in services provided by education specialists and support staff.

English learning students are provided with targeted support based on need and language ability. Teachers provide integrated and designated English language development during the school day, and opportunities for additional support are provided beyond the instructional day by credentialed teachers.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52070.00 | \$55247.70 |
| Mid-Range Teacher Salary | \$83367.00 | \$80745.76 |
| Highest Teacher Salary | \$113960.00 | \$109655.38 |
| Average Principal Salary (Elementary) | \$115288.00 | \$133828.44 |
| Average Principal Salary (Middle) | \$0.00 | \$142253.44 |
| Average Principal Salary (High) | \$0.00 | -- |
| Superintendent Salary | \$185812.00 | \$155953.89 |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

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



Professional Development

| Measure | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 13 | 13 | 13 |