

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *The Heights Charter*

**Address:** 2710 Alpine Blvd, Suite E, Alpine CA 91901

**Phone:** 619-792-9000

**Executive Director:** Diana Whyte

**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/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).

### **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.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

<b>Entity</b>	<b>Contact Information</b>
<b>District Name</b>	Dehesa Elementary
<b>Phone Number</b>	619-444-2161
<b>Superintendent</b>	Bradley Johnson
<b>Email Address</b>	bradley.johnson@dehesasd.net
<b>Website</b>	dehesasd.net

**Table 2: School Contact Information (School Year 2021–2022)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	The Heights Charter
<b>Street</b>	2710 Alpine Blvd, Suite E
<b>City, State, Zip</b>	Alpine CA 91901
<b>Phone Number</b>	619-792-9000
<b>Executive Director</b>	Diana Whyte
<b>Email Address</b>	dwhyte@heightscharter.com
<b>Website</b>	heightscharter.org
<b>County-District-School (CDS) Code</b>	37-68049-0127118

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

### **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.

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	42
<b>Grade 1</b>	31
<b>Grade 2</b>	32
<b>Grade 3</b>	31
<b>Grade 4</b>	30
<b>Grade 5</b>	30
<b>Grade 6</b>	28
<b>Grade 7</b>	31
<b>Grade 8</b>	24
<b>Grade 9</b>	n/a
<b>Grade 10</b>	n/a
<b>Grade 11</b>	n/a
<b>Grade 12</b>	n/a
<b>Total Enrollment</b>	279

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	139
<b>Male</b>	140
<b>Non-Binary</b>	0.0%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	0.4%
<b>Black or African American</b>	0.4%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	11.8%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>Two or More Races</b>	5.7%
<b>White</b>	81.7%
<b>English Learners</b>	0.7%
<b>Foster Youth</b>	0.4%
<b>Homeless</b>	0.0%
<b>Migrant</b>	0.0%
<b>Socioeconomically Disadvantaged</b>	9.0%
<b>Students with Disabilities</b>	13.3%

## **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

**Table 6: Teacher Preparation and Placement (School Year 2019–2020)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16					
<b>Intern Credential Holders Properly Assigned</b>	0					
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0					
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0					
<b>Unknown</b>	0					
<b>Total Teaching Positions</b>	16					

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA) (School Year 2019–2020)**

<b>Authorization/Assignment</b>	<b>Number</b>
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

**Table 8: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

<b>Indicator</b>	<b>Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

**Table 9: Class Assignments (School Year 2019–2020)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*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		No	0.0%
Mathematics		No	0.0%
Science		No	0.0%
History-Social Science		No	0.0%
Foreign Language		No	0.0%
Health		No	0.0%
Visual and Performing Arts		No	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

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.

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

**Table 11: 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.

**Table 12: School Facility Good Repair Status**

Using the **most recently collected** 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:** May 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>	X			
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	X			
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	X			

**Overall Facility Rate**

**Year and month of the most recent FIT report:** May 2021

**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2019– 2020</b>	<b>District 2020– 2021</b>	<b>State 2019– 2020</b>	<b>State 2020– 2021</b>
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	175	0	N/A	N/A	N/A
<b>Female</b>	86	N/A	N/A	N/A	N/A
<b>Male</b>	89	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	N/A	N/A	N/A	N/A
<b>Black or African American</b>	1	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	N/A	N/A	N/A	N/A
<b>White</b>	142	N/A	N/A	N/A	N/A
<b>English Learners</b>	2	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	25	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	37	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

**Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	175	0	N/A	N/A	N/A
<b>Female</b>	86	N/A	N/A	N/A	N/A
<b>Male</b>	89	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	N/A	N/A	N/A	N/A
<b>Black or African American</b>	1	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	N/A	N/A	N/A	N/A
<b>White</b>	142	N/A	N/A	N/A	N/A
<b>English Learners</b>	2	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	25	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	37	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

**Table 19: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	N/A	N/A	N/A	N/A
<b>Female</b>	30	N/A	N/A	N/A	N/A
<b>Male</b>	N23	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	0	N/A	N/A	N/A	N/A
<b>Black or African American</b>	0	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	--	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	--	N/A	N/A	N/A	N/A
<b>White</b>	43	N/A	N/A	N/A	N/A
<b>English Learners</b>	0	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	--	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	--	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	12	N/A	N/A	N/A	N/A

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

## 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

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

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	--	--	--
7	--	--	--
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## 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

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

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

**Table 28: Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	291	286	1	0.3%
<b>Female</b>	149	145	0	0.0%
<b>Male</b>	142	141	1	0.7%
<b>American Indian or Alaska Native</b>	1	1	0	0.7%
<b>Asian</b>	0	1	0	0.0%
<b>Black or African American</b>	1	1	0	0.0%
<b>Filipino</b>	0	0	0	0.0%
<b>Hispanic or Latino</b>	35	33	0	0.0%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0%
<b>Two or More Races</b>	17	16	0	0.0%
<b>White</b>	237	235	1	0.4%
<b>English Learners</b>	2	2	0	0.0%
<b>Foster Youth</b>	1	1	0	0.0%
<b>Homeless</b>	0	0	0	0.0%
<b>Socioeconomically Disadvantaged</b>	30	28	0	0.0%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0%
<b>Students with Disabilities</b>	41	40	0	0.0%

### **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

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
<b>Suspensions</b>	0	0	10	0	335677	--
<b>Expulsions</b>	0	0	0	0	5002	--

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

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	0	--	--
<b>Expulsions</b>	0	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

**Table 31: Suspensions and Expulsions by Student Group**  
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 32: School Safety Plan (School Year 2021–2022)**

The Heights Charter’s school safety coordinator attends safety meetings at the county office of education and works to keep the school’s comprehensive safety plan up to date. 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 2/22/2021.

**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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019) – N/A**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

\*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020) – N/A**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

\*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.

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	0

\*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.

**Table 40: Student Support Services Staff (School Year 2020–2021)**

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

\*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.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8671.40	7199.21	1472.19	54854.00
District	N/A	N/A	--	66749.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	--	67668.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

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.

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43356.00	47265.00
Mid-Range Teacher Salary	75082.00	69813.00
Highest Teacher Salary	94889.00	91237.00
Average Principal Salary (Elementary)	116407.00	113466.00
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	131359.00
Percent of Budget for Teacher Salaries	--	30.07%
Percent of Budget for Administrative Salaries	--	6.55%

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

**Table 45: Professional Development**

<b>Measure</b>	<b>2019– 2020</b>	<b>2020– 2021</b>	<b>2021– 2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	175	N/A	N/A	N/A	N/A
<b>Female</b>	86	N/A	N/A	N/A	N/A
<b>Male</b>	89	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	N/A	N/A	N/A	N/A
<b>Black or African American</b>	1	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	N/A	N/A	N/A	N/A
<b>White</b>	142	N/A	N/A	N/A	N/A
<b>English Learners</b>	0	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	6	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	24	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	175	N/A	N/A	N/A	N/A
<b>Female</b>	86	N/A	N/A	N/A	N/A
<b>Male</b>	89	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	N/A	N/A	N/A	N/A
<b>Black or African American</b>	1	N/A	N/A	N/A	N/A
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	N/A	N/A	N/A	N/A
<b>White</b>	142	N/A	N/A	N/A	N/A
<b>English Learners</b>	0	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	N/A	N/A	N/A	N/A
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	6	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	24	N/A	N/A	N/A	N/A

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

**Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s):** NWEA MAP Growth  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>LEAwide</b>	175	132	75.43	24.57	77.27
<b>Female</b>	86	68	79.07	20.93	79.41
<b>Male</b>	89	63	70.79	29.21	76.19
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	1	100	0	100
<b>Black or African American</b>	1	1	100	0	100
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	15	71.43	28.57	73.33
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	6	60.00	40.00	83.33
<b>White</b>	142	106	74.65	25.35	78.30
<b>English Learners</b>	0	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	6	4	66.67	33.33	50.00
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	24	19	79.17	20.83	42.11

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s):** NWEA MAP Growth  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>LEAwide</b>	175	132	75.43	24.57	63.64
<b>Female</b>	86	69	80.23	19.77	62.32
<b>Male</b>	89	62	69.66	30.34	66.13
<b>American Indian or Alaska Native</b>	0	N/A	N/A	N/A	N/A
<b>Asian</b>	1	1	100	0	100
<b>Black or African American</b>	1	1	100	0	100
<b>Filipino</b>	0	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	21	15	71.43	28.57	66.67
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	10	6	60.00	40.00	66.67
<b>White</b>	142	108	76.06	23.94	62.96
<b>English Learners</b>	0	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	0	N/A	N/A	N/A	N/A
<b>Military</b>	0	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	6	4	66.67	33.33	25.00
<b>Students Receiving Migrant Education Services</b>	0	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	24	19	79.17	20.83	15.79

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.