

New 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.

Amy Berfield, Principal

Principal, New Heights Charter

About Our School

Thank you for your interest in New Heights Charter School. We welcome students in grades TK-8 to join us in our efforts to create a caring, engaging and safe learning environment for all. Enrollment for 2020-21 has already begun and ends in March 2021.

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

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

ACHIEVEMENTS/HONORS:

- Named one of the Top Los Angeles County Public Schools for Underserved Students in 2019
- Received full WASC Accreditation since 2007
- For the past three years, New Heights has received a rating of "4" for Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, Fiscal Operations, and Governance (except for a score of "3" for Student Achievement for the 2018-19 school year.)
- Won a Public Charter Schools Dissemination Grant from CDE given to high-quality charter schools to share best practices, one of three given in the state of California.
- Was chosen by Lawrence Hall of Science to be one of three district partners in their 2019 Bill & Melinda Gates Foundation Professional Learning Partnerships Initiative.

In 2018-19, New Heights performed better than the State of California on all dashboard indicators schoolwide, for three subgroups in ELA (socioeconomically disadvantaged students, students with disabilities, and Hispanic students) and for all subgroups in Math.

Sincerely,

Amy Berfield

Executive Director

Contact

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

*Phone: 310-559-6404
Email: aberfield@newheightscharter.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	New Heights Charter
Street	2202 West Martin Luther King Jr Blvd.
City, State, Zip	Los Angeles, Ca, 90008-2723
Phone Number	310-559-6404
Principal	Amy Berfield, Principal
Email Address	aberfield@newheightscharter.org
Website	http://newheightscharter.org
County-District-School (CDS) Code	19647330111211

Last updated: 12/13/2019

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

New Heights Charter School is a small charter school aimed at providing urban students a progressive education based on sound educational research into how students learn best, how to build intrinsic motivation, and how to promote continuous improvement and learning for students and adults.

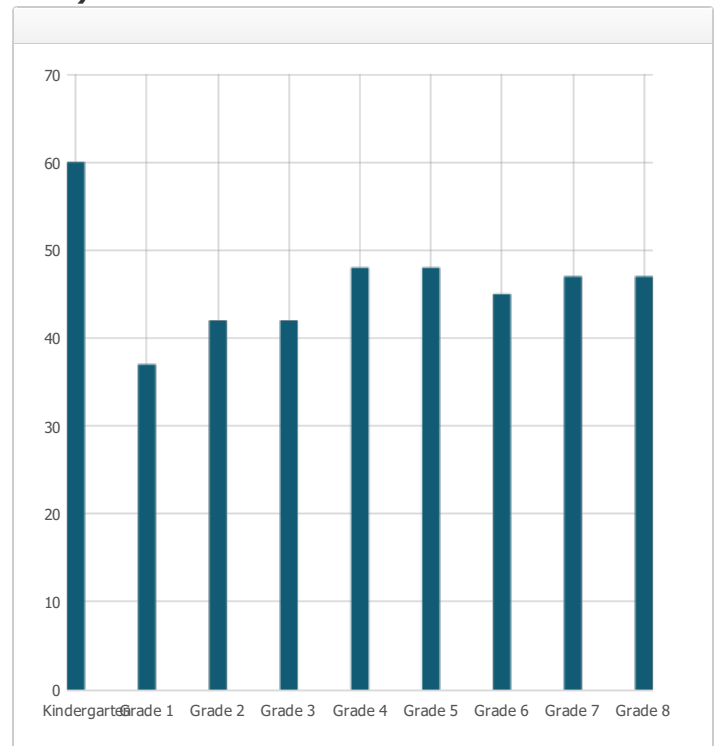
New Heights, opened in 2006 in South Los Angeles, currently serves 425 students on a private campus and a co-location with KING ES.

NEW HEIGHTS PHILOSOPHY: New Heights was founded based on the idea that rigorous learning requires a caring learning community and that students' academic, social, emotional, and physical development are interrelated. Essential to this vision is a set of beliefs about the importance of school culture and climate.

Last updated: 12/13/2019

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	37
Grade 2	42
Grade 3	42
Grade 4	48
Grade 5	48
Grade 6	45
Grade 7	47
Grade 8	47
Total Enrollment	416



Last updated: 12/13/2019

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

Student Group	Percent of Total Enrollment
Black or African American	19.70 %
American Indian or Alaska Native	%
Asian	0.50 %
Filipino	%
Hispanic or Latino	79.80 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.20 %
English Learners	26.20 %
Students with Disabilities	12.30 %
Foster Youth	0.70 %
Homeless	2.20 %

A. Conditions of Learning

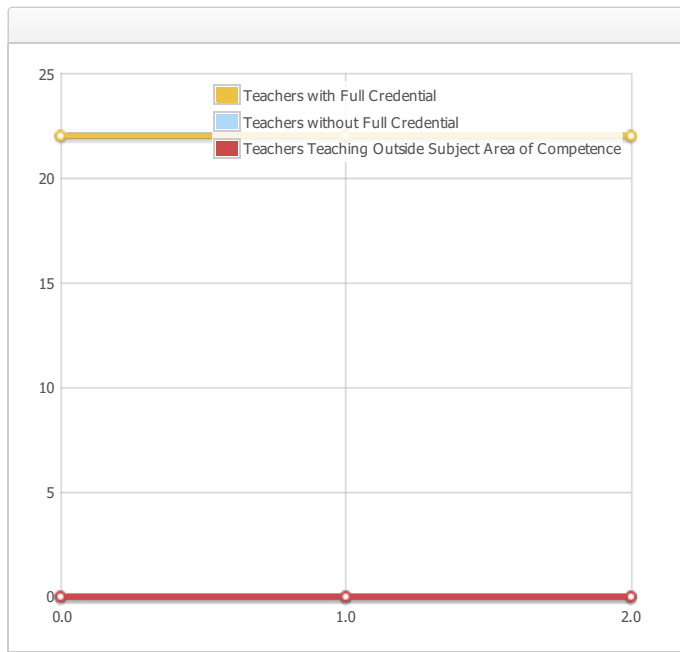
State Priority: Basic

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

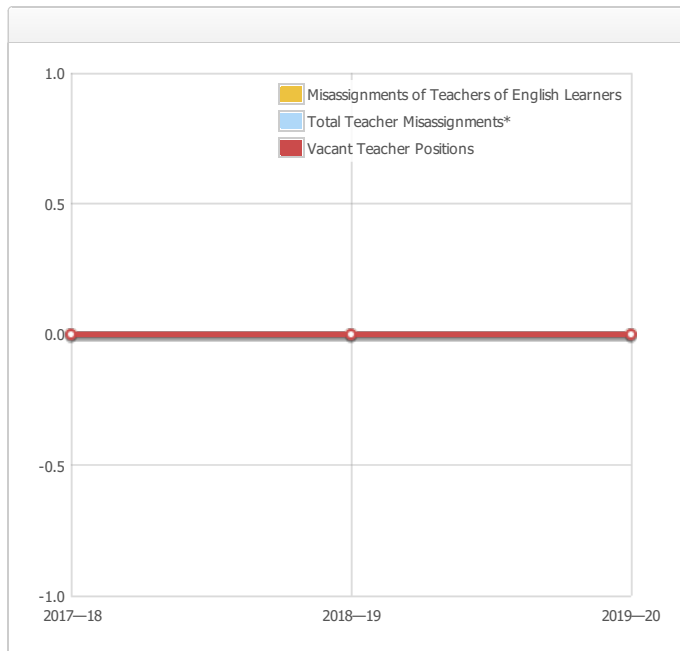
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	22	22	22	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/29/2020

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: 12/13/2019

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

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New Heights uses Reading and Writing Units of Study from Heineman. Teachers also have classroom libraries filled with fiction and nonfiction texts. Students read at their independent reading level. Teachers conduct read-alouds with grade-level text. Teachers use SIPPS to teach phonics, phonemic awareness and sight words. Teachers also use online resources to support students' reading and writing, such as Quill, Reading A-Z, NewsELA, and EPIC.	No	0.00 %
Mathematics	Teachers use Eureka Math in grades TK-5 and 8. Teachers are piloting the use of Illustrative Math in grades 6-7. Teachers also use online resources such as Zearn, IXL and Moby Max.	No	0.00 %
Science	Teachers use Amplify Science in grades K-2 and 4-8 developed by Lawrence Hall of Science. Teachers use Seeds of Science/Roots of Reading from Lawrence Hall of Science for Grade 3.	No	0.00 %
History-Social Science	Teachers use Social Studies Alive! and History Alive! in all grades from the Teachers' Curriculum Institute.	No	0.00 %
Foreign Language	Teachers use Rosetta Stone.	No	0.00 %
Health	Teachers use nutrition resources and health education resources to support health education in all grades. Teachers use Healthy Oakland Teens Sex Education to teach sexual education in 7th grade. Teachers also use resources from Responsive Classroom and Connected and Respected to support students' social and emotional development.	No	0.00 %
Visual and Performing Arts	Teachers use locally prepared materials and materials from LA County Office of Education.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/20/2019

School Facility Conditions and Planned Improvements

New Heights Charter School operates on two campuses.

Last updated: 12/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system on Lower Campus needed repair and repairs were completed.
Interior: Interior Surfaces	Good	Painting was completed in Summer 2019.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Regular cleaning and pest control are done.
Electrical: Electrical	Good	No issues of concern.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Problems with toilets were taken care of within days of the problem occurring.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repair was completed to address small leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2019

Overall Rating	Good
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Last updated: 12/16/2019

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)	51%	53%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48%	50%	32%	30%	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: 12/16/2019

**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	271	270	99.63%		52.59%
Male	142	142	100.00%		53.52%
Female	129	128	99.22%		51.56%
Black or African American	49	49	100.00%		40.82%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	222	221	99.55%		55.20%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	258	257	99.61%		52.14%
English Learners	131	130	99.24%		44.62%
Students with Disabilities	45	45	100.00%		24.44%
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: 12/16/2019

**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	271	270	99.63%		50.00%
Male	142	142	100.00%		51.41%
Female	129	128	99.22%		48.44%
Black or African American	49	49	100.00%		40.82%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	222	221	99.55%		52.04%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	258	257	99.61%		49.42%
English Learners	131	130	99.24%		43.08%
Students with Disabilities	45	45	100.00%		24.44%
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: 12/16/2019

**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: 1/29/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

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

Last updated: 12/19/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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	23.90%	26.10%	30.40%
7	10.60%	21.30%	59.60%

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: 1/29/2020

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)

Parent/Guardian Role at New Heights Charter School

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

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

- Parents / teacher/ student conferences twice a year
- Exhibitions of Students Work
- Family Nights
- Monthly Tea meetings with the Executive Director and/or Parent Coordinator
- Schoolwide community events and performances
- Healthy Family events
- Publishing Celebrations in the classroom
- Field Trips
- Advisory Groups, including the English Language Learning Advisory Group
- School Site Council

State Priority: Pupil Engagement

Last updated: 12/19/2019

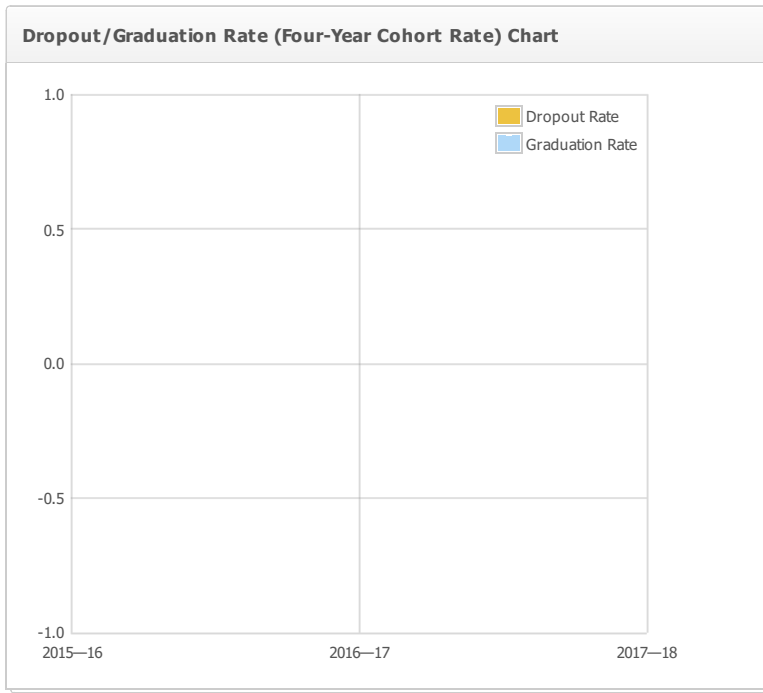
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	11.30%	9.10%	9.60%
Graduation Rate	--	--	79.70%	96.00%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/19/2019

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	0.50%	0.00%	0.00%	0.80%	0.80%	0.70%	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: 12/19/2019

School Safety Plan (School Year 2019—20)

New Heights Charter School is committed to providing a safe and secure environment for faculty, staff and students. The Safe School Plan is designed to assist each school staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The School Safety Plan is revised yearly and a hard copy is available at the school site. The major goal of this plan is to assist all school staff in preparing for the potential of emergency situations and understand our evacuation procedures. Our Safe School Plan was last revised in August 2019. The Safety Plan was discussed with students during the fall of 2019. New Heights Emergency Response team meet twice a year to discuss School Safety Plan and shared annually with our staff during staff meeting. New Heights has a buzzer gate at the entry to the school. All visitors must sign in at the front office and wear a visitor's pass when entering the campus. Visitors also are instructed to go directly to their destination and return to the front office to sign out upon leaving the site. New Heights Charter School conducts monthly drills to practice for earthquake, fire, shelter-in-place and lockdown emergencies.

The Safety Plan includes the following key elements: Emergency Phases, Emergency Management, Emergency Maps, Evacuation Procedures, Emergency Response Supplies, Emergency Contact Information and Communication, Operating Procedures, Emergency Management Plans Lock-Down-No Response, Lock-Down-Response, Other Emergencies Not Requiring a Lock-Down, Fire, Duck-Cover- and Hold, Shelter-in-Place, Plan Maintenance, Training, and Vital Record Retention.

Last updated: 1/29/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	24.00		2	
2	24.00		2	
3	23.00		2	
4	24.00		2	
5	23.00		2	
6	25.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	2	
1	23.00		2	
2	22.00		2	
3	25.00		2	
4	25.00		2	
5	21.00		2	
6	26.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	2	
1	19.00	2		
2	21.00		2	
3	21.00	1	1	
4	24.00		2	
5	24.00		2	
6	23.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/19/2019

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

Title	Ratio**
Counselors*	138

*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: 12/19/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.80
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: 12/19/2019

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	\$13277.14	\$4509.27	\$8767.88	\$62649.58
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	0.09%	0.16%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	0.14%	0.24%

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

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

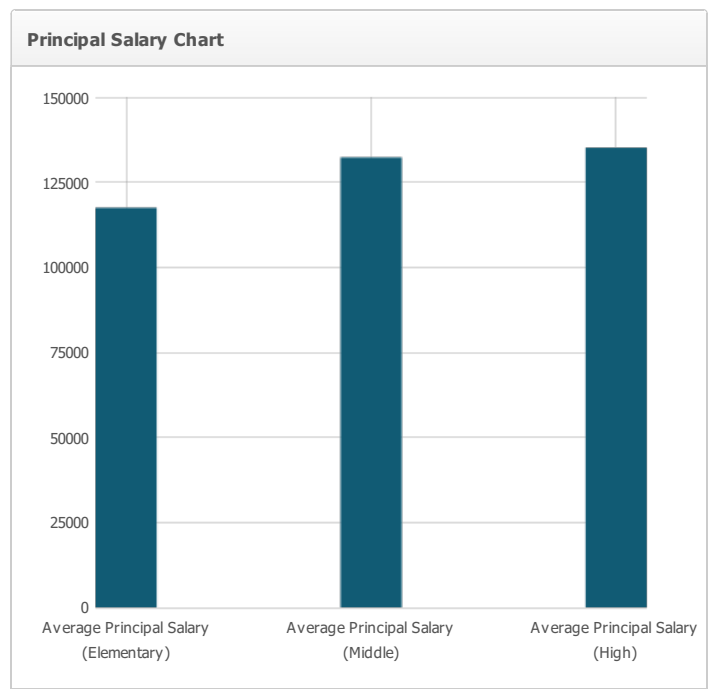
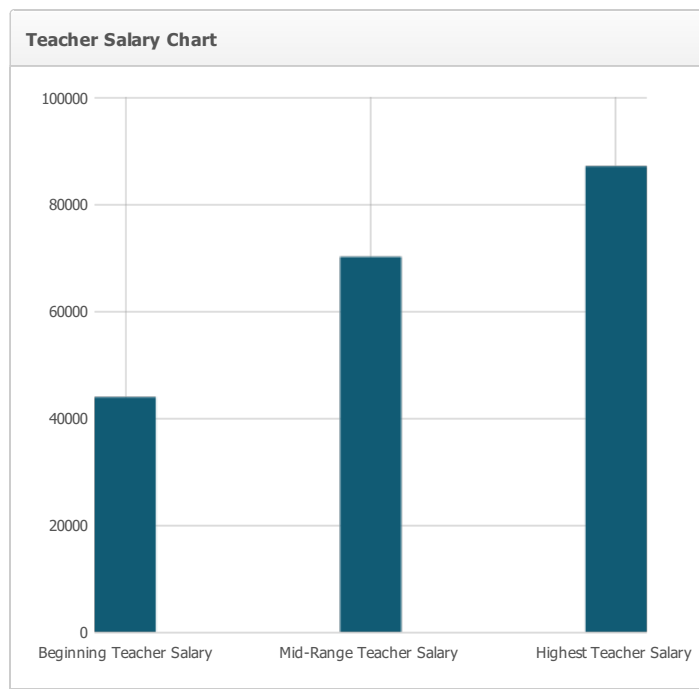
- Before school programs
- Afterschool programs
- Afterschool intervention for struggling students
- Monthly field trips
- Summer School (funded through Title I funding)
- English Language learner resources (funded through Title III funding)
- Breakfast and lunch for all students
- Counseling and social/emotional support
- Special Education services
- Support for Homeless and Foster students and families
- Parent education and support

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/29/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 12/19/2019

Professional Development

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

Last updated: 12/19/2019