

City Heights Preparatory Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	City Heights Preparatory Charter School
Street	4260 54th St
City, State, Zip	San Diego
Phone Number	6197953137
Principal	Elias Vargas
Email Address	evargas@cityheightsprep.org
Website	http://www.cityheightsprep.org/
County-District-School (CDS) Code	37 68338 0124347

Entity	Contact Information
District Name	City Heights Preparatory Charter School
Phone Number	(619) 795-3137
Superintendent	Elias Vargas
Email Address	info@cityheightsprep.org
Website	www.cityheightsprep.org

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

The mission of City Heights Prep charter school is to provide an excellent neighborhood-based, college preparatory education for middle and high school students in City Heights. This school year (2019-20) we have students enrolled in grades 6 through 12.

It is our vision to see City Heights Prep graduates succeed in the college or university of their choice, prepared to become community leaders who work for positive change in City Heights and beyond.

Our educational program is designed around the following programmatic goals:

- City Heights Prep will create a safe and supportive learning environment and facilitate strong adult-student relationships by ensuring a low student-teacher ratio.
- Each student will participate in an AVID class during their middle and high school years. In this context, students will learn helpful tools such as focused note taking, organization, research of colleges, and so much more to help with their path to college.
- City Heights Prep will provide a literacy-rich environment exemplified by dedicated reading time (DRT) set aside daily for every person in the building—both students and staff; a full program of electives, field trips, and extracurricular activities that build background knowledge; and ongoing professional development for teachers.
- In middle school, City Heights Prep will focus on building a strong foundation so that students are prepared to successfully complete a rigorous college preparatory high school curriculum.
- Every City Heights Prep high school graduate will have the opportunity to complete the University of California’s subject-area requirements for admission (the “a–g” requirements). In addition to this, we provide our students with the option to earn a state issued diploma.

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

Grade Level	Number of Students
Grade 6	29
Grade 7	20
Grade 8	32
Grade 9	16
Grade 10	14
Grade 11	4
Grade 12	4
Total Enrollment	119

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	35.3
Asian	21
Hispanic or Latino	35.3
White	6.7
Two or More Races	1.7
Socioeconomically Disadvantaged	100
English Learners	55.5
Students with Disabilities	12.6
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	7	6	7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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.

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

Year and month in which data were collected: January 2019

The school adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history-social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 6–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. This data was collected in October 2018.

All textbooks and instructional materials come from state or district lists.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>Pearson: Common Core Literature (6 abd 8)</p> <p>Pearson: Common Core Literature -The British Tradition (10 -12)</p> <p>The Strategic Adolescent Reading Intervention (STARI) Curriculum (6 AE)</p> <p>9th Grade ELA Textbook: Pearson's Common Core Literature Grade 9 (Hardcopies, class set)</p> <p>10th Grade ELA Textbook: Pearson's Common Core Literature Grade 10 (Hardcopies)</p> <p>American Literature Textbook: Pearson Literature, The American Experience</p> <p>British Literature (11/12) ELA Textbook:</p> <p>Pearson Literature The British Tradition, Student Edition (Hardcopies, Class Set)</p> <p>ELA LAW Textbook and materials:</p> <p>Street Law, A Course in Practical Law, 9th Edition, McGraw-Hill (Online Textbook Access for all students)</p> <ul style="list-style-type: none"> • Student Subscriptions to LexisNexis Advance Legal Research System (Access to thousands of Statutes, Cases, and Secondary Sources). 	<p>Yes</p>	<p>0</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Pearson: Common Core Algebra I(FuelEd online) Algebra II (FuelEd online) Geometry 10 (FuelEd online) Prentice Hall: Common Core Mathematics (6) Algebra 1: Pearson Common Core Algebra 1 Math 8: Prentice Hall Common Core Mathematics Course 3 Algebra II: Envision Algebra 2 Textbook Math 7: Prentice Hall Common Core Mathematics Course 2 Geometry: Envision Geometry Textbook	Yes	0
Science	Lab-aids textbook and curriculum (grades 6-8) 6th - Issues and Earth Science 7th - Issues and Physical Science 8th - Issues and Life Science 7th grade science is also using the SEPUP Textbooks. We have two sets, ISSUES and Physical Science and also ISSUES and Earth Science. With these, we use the lab-aids supplies. Biology - Glencoe Biology	Yes	0
History-Social Science	TCI: History Alive! Medieval World and Beyond (6 and 7) Norton: Give Me Liberty (9 & 11) TCI: History Alive! he United States Through Industrialism (8) Government: What You Should Know About Politics . . . But Don't: A Nonpartisan Guide to the Issues That Matter Economics: The Cartoon Introduction to Economics: Volume One: Microeconomics	Yes	0
Foreign Language	FuelEd	Yes	0
Health	n/a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Pearson (Stokstad and Cothren) - ART: A Brief History (9th/12th), McGraw Hill: Understanding Psychology - Highschool Psychology (10 and 12)</p> <p>Drama: Drama Works Teaching System- Companion Book of Lesson Plans - Curriculum for Arts and Literacy, PreK- Adult By Jonas Basom (It comes with a box set for vocabulary words and creativity cards)</p> <p>Theatre Arts 1- Student Handbook- An Introductory Course By Alan Engelsman and Penny Engelsmann</p> <p>Theatre Arts 2-Student Handbook- On Stage and Off Stage Roles: Fitting the Pieces Together By Alan Engelsman and Penny Engelsmann</p> <p>PLTW Computer Science for Innovators and Makers 6/7: Course materials (online textbook and activities) provided by Project Lead the Way.</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets Science Laboratory Safety Guide Requirements	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

As the school moved to a new and better site beginning in November of 2019, multiple companies came onsite for assessment and upgrades of all aspects of the facility before classes began here in January of 2020. Several projects are still ongoing, but include new fire alarm systems, windows, painting, alarms and locks. Our Facilities Manager ensures ongoing and attentive daily focus on providing a clean, healthy, and safe learning environment. The role includes monitoring site safety, upgrading facilities, and ensuring ongoing projects towards optimization are efficient and successful.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

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

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 Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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)	24	36	55	55	50	50
Mathematics (grades 3-8 and 11)	12	19	45	46	38	39

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.

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	88	85	96.59	3.41	36.47
Male	47	46	97.87	2.13	28.26
Female	41	39	95.12	4.88	46.15
Black or African American	30	27	90.00	10.00	25.93
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	66.67
Filipino					
Hispanic or Latino	38	38	100.00	0.00	28.95
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	86	83	96.51	3.49	37.35
English Learners	72	72	100.00	0.00	30.56
Students with Disabilities	--	--	--	--	--
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.

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	88	85	96.59	3.41	18.82
Male	47	46	97.87	2.13	15.22
Female	41	39	95.12	4.88	23.08
Black or African American	30	27	90.00	10.00	11.11
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	40.00
Filipino					
Hispanic or Latino	38	38	100.00	0.00	18.42
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	86	83	96.51	3.49	19.28
English Learners	72	72	100.00	0.00	18.06
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
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.

Career Technical Education Programs (School Year 2018-19)

N/A

Career Technical Education 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	

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	30.83
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 areas 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			

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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)

We are committed to communicating with and engaging parents as partners in their children’s education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at City Heights Prep (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events).

We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We welcome parent engagement at City Heights Prep. Parents are welcome to observe in the classroom and are invited to volunteer during the school day or at special events. Home communication is a priority at our school, and teachers and staff members regularly communicate with parents regarding grades and behavior. Family members are invited to participate in the Family Committee, which is an advisory committee to the Board of Directors.

If you want to get involved, please contact the Assistant Director at (619) 795-3137

State Priority: Pupil Engagement

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	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

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	15.1	8.4	4.3	3.3	3.5	3.6	3.6	3.5	3.5
Expulsions	0.4	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Last Reviewed: August 12, 2019 Last discussed with Staff: August 12, 2019

City Heights Prep has a Crisis Response Box that includes its state-mandated Comprehensive School Safety Plan. This plan meets the state requirements described in California Education Code Sections 35294-35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The school recently relocated to a more secure and updated location beginning in November 2019 that drastically enhances school safety and efficiency when classes began here in January 2020. Before moving, the school contracted multiple companies to assess the new property for remodeling and installation of the interior and exterior. Painting, windows, new internal wiring, a new security and fire system are a few upgrades that the new site has been outfitted with, all designed specifically to ensure a clean, safe campus for students and families. Ensuring safety for our students is an ongoing process and the school employs a Facilities Manager who is onsite daily, checking and correcting for optimal school functioning and safety.

The school maintains a closed campus. Students do not leave during the day without a parent/guardian, and visitors are only allowed on campus with permission from the school office. Students are supervised at all times by staff members, both before and after school, during breaks and meals, and when passing between classes. Teachers provide supervision for students at all times while they are in the classrooms.

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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	50			2	20	2	1		22	2	3	
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)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	5		2	19	9	3	2	18	8	2	
Mathematics	2	1			12	10	3		12	6	1	
Science	42		1	2	29		3		26	1	1	
Social Science	50			2	29		3		22	3	1	

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

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

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

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

*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.

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	\$10,559.98	\$3,637.58	\$6,922.40	\$57,835
District	N/A	N/A		\$80,624.00
Percent Difference - School Site and District	N/A	N/A		-32.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-8.1	-35.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- School administration

City Heights Prep receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

In addition to the educational programs offered during the school day, City Heights Prep offers a robust after-school program. During the after-school hours of 3:30 to 5:00 p.m., students are able to participate in study hall and a variety of club activities such as soccer, student government, robotics, computer science/3-D printing, and yearbook.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	14.2

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			26

City Heights Prep provides teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history-social science, visual and performing arts, physical education, AVID, health, educational technology, and gifted and talented education. Sessions focus on differentiating instruction to meet the needs of all learners and often target the needs of our English language learners, Special Education students, and other struggling learners. Each year, the principal and staff identifies a focus for schoolwide professional development and determines areas of individual need. Throughout the year, the principal conducts large- and small-group staff conferences and coach teachers at the school site to improve instructional practice.

At City Heights Prep, the entire staff participates in annual and ongoing professional development for cultural sensitivity, educational technology, English learners, restorative practices, literacy development, positive behavior intervention and support, special education, and developing growth mindset.