

City Heights Preparatory Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	City Heights Preparatory Charter School
Street	3770 Altadena Ave.
City, State, Zip	San Diego, CA 92105-3007
Phone Number	(619) 795-3137
Principal	Marnie Nair
E-mail Address	info@cityheightsprep.org
Web Site	http://www.cityheightsprep.org/
CDS Code	37 68338 0124347

District Contact Information	
District Name	City Heights Preparatory Charter
Phone Number	(619) 795-3137
Superintendent	Marnie Nair
E-mail Address	info@cityheightsprep.org
Web Site	www.cityheightsprep.org

School Description and Mission Statement (School Year 2017-18)

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 (2017-18) we have students enrolled in grades 6 through 11, and we plan to add one grade level per year until we reach our final configuration of 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 a “Seminar” mentoring group during the middle and high school years. In this context, students will learn to take responsibility for their success as they receive academic mentoring and explicit instruction in academic and life skills.
- 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 complete the University of California’s subject-area requirements for admission (the “a–g” requirements).

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	50
Grade 7	49
Grade 8	50
Grade 9	15
Grade 10	14
Total Enrollment	178

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	26.4
American Indian or Alaska Native	1.7
Asian	30.3
Filipino	0
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	1.7
Socioeconomically Disadvantaged	99.4
English Learners	62.4
Students with Disabilities	10.7
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

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. These data were collected in October 2016.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Common Core Literature (6, 8, & 9)	Yes	0
Mathematics	Pearson: Common Core Algebra 1, Pearson: Common Core Mathematics (7 & 8), Prentice Hall: Common Core Mathematics (6), Geometry 10 (FuelEd online)	Yes	0
Science	McGraw: Glencoe Science Biology (9 & 10), Lab-aid Sepup: Issues and Physical Science (7 & 8)	Yes	0
History-Social Science	TCI: History Alive! Medieval World and Beyond (7), Norton: Give Me Liberty (9 & 11), TCI: History Alive! The United States Through Industrialism (8)	Yes	0
Foreign Language	FuelEd	Yes	0
Health	n/a	Yes	0
Visual and Performing Arts	n/a	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)

City Heights Prep occupies leased space, and the building and grounds are in good repair. The school is inspected annually by the Fire Department and continues to receive full safety clearance each year.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017-18				
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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	14	54	53	48	48
Mathematics (grades 3-8 and 11)	9	11	42	43	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	128	90.14	14.06
Male	68	57	83.82	10.53
Female	74	71	95.95	16.9
Black or African American	37	35	94.59	17.14
Asian	43	36	83.72	2.78
Hispanic or Latino	57	55	96.49	20
White	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	141	127	90.07	14.17
English Learners	132	118	89.39	12.71
Students with Disabilities	17	17	100	0

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	140	98.59	10.71
Male	68	66	97.06	9.09
Female	74	74	100	12.16
Black or African American	37	37	100	2.7
Asian	43	42	97.67	9.52
Hispanic or Latino	57	56	98.25	17.86
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	141	139	98.58	10.79
English Learners	132	130	98.48	10.77
Students with Disabilities	17	17	100	0

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	27	22	65	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	32.5	15	45
9	14.3	28.6	35.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Outreach Director at (619) 795-3137

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.1	17.1	15.1	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	1.3	0.0	0.4	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Last Reviewed: October 19, 2017 Last discussed with Staff: October 19, 2017

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 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				21	1			21	5		2	
Mathematics								2	1			
Science				21	1			42		1	2	
Social Science				21	1			50			2	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,886.03	3,420.74	\$5,465.30	\$52,664.95
District	N/A	N/A		\$76,603
Percent Difference: School Site and District	N/A	N/A		-31.2
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-16.9	-33.5

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

Types of Services Funded (Fiscal Year 2016-17)

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 5:30 p.m., students are able to participate in study hall and a variety of club activities such as art, basketball, dance, drama, literary magazine, music, roots and shoots, soccer and ultimate frisbee.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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, 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 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 participate in annual and ongoing professional development for cultural sensitivity, educational technology, English learners, literacy development, positive behavior intervention and support and special education.