

# **City Heights Preparatory Charter School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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	office@cityheightsprep.org
Website	<a href="http://www.cityheightsprep.org/">http://www.cityheightsprep.org/</a>
County-District-School (CDS) Code	37 68338 0124347

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 (2020-21) we have students enrolled in grades 6 through 12. We began the school year participating in distance learning. All classes meet virtually via-Zoom and other online platforms. We participate in both synchronous and asynchronous learning.

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 2019-2020)

Grade Level	Number of Students
Grade 6	18
Grade 7	28
Grade 8	26
Grade 9	18
Grade 10	12
Grade 11	13
Grade 12	5
<b>Total Enrollment</b>	<b>120</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	32.5
Asian	13.3
Hispanic or Latino	35
White	6.7
Two or More Races	1.7
Socioeconomically Disadvantaged	100
English Learners	51.7
Students with Disabilities	14.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

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
Reading/Language Arts	Pearson: Common Core Literature (6 and 8) Pearson: Common Core Literature -The British Tradition (10 -12) The Strategic Adolescent Reading Intervention (STARI) Curriculum (6 AE) 9th Grade ELA Textbook: Pearson's Common Core Literature Grade 9 (Hardcopies, class set) 2019-2020 ELA 10: EngageNY ELA 10 Online Curriculum (Lessons and Texts), available at <a href="https://www.engageny.org/resource/grade-10-english-language-arts">https://www.engageny.org/resource/grade-10-english-language-arts</a> 2019-2020 ELA 11/12 (ELA LAW): Street Law, A Course in Practical Law, 9th Edition, McGraw-Hill (Online Textbook Access for all students) - Student Subscriptions to LexisNexis Advance Legal Research System (Access to thousands of Statutes, Cases, and Secondary Sources). 2019-2020 Reading Grade 9/10 Ender's Game by Orson Scott Card, Class Set	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	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 Savvas Realize (Teacher Online Version Textbooks for: Algebra 1, Geometry, Algebra 2) savvasrealize.com Open up Resources: <a href="https://openupresources.org/math-curriculum/">https://openupresources.org/math-curriculum/</a> Desmos: <a href="https://www.desmos.com/">https://www.desmos.com/</a> Math IXL: <a href="https://www.ixl.com/math/">https://www.ixl.com/math/</a> Prodigy: <a href="https://sso.prodigygame.com/login?rid=46a223a2-5129-4567-a84f-bb79f7a4e14a#students">https://sso.prodigygame.com/login?rid=46a223a2-5129-4567-a84f-bb79f7a4e14a#students</a> Khan Academy: <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> Geogebra: <a href="https://www.geogebra.org/?lang=en">https://www.geogebra.org/?lang=en</a> Socrative: <a href="https://www.socrative.com/">https://www.socrative.com/</a> CPM Tiles: <a href="https://technology.cpm.org/general/tiles/">https://technology.cpm.org/general/tiles/</a> Desmos Graphing Calculator: <a href="https://www.desmos.com/calculator">https://www.desmos.com/calculator</a>	Yes	0
<b>Science</b>	Lab-aids textbook and curriculum (grades 6-8) 6th - Issues and Earth Science 7th - Issues and Physical Science 8th - Issues and Life Science Biology - Glencoe Biology Environmental Sciences - McGraw Hill: Enger, Environmental Science, 2019, 15e, Online Edition, Grades 9 - 12 By Bradley Smith and Eldon Enger © 2019 ISBN-13 : 9780079033628   MHID : 0079033628 The National Academies: Science Engineering Medicine: <a href="http://nap.edu/13165">http://nap.edu/13165</a> Next Generation Science Standards: <a href="https://www.nextgenscience.org/">https://www.nextgenscience.org/</a> PhET Interactive Simulations: <a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Norton: Give Me Liberty (9 &amp; 11)  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  Stanford History Education Group Lessons: Lessons in World History from Department of History, The University of California, Irvine  Crash Course Digital Literacy</p> <p>Social Issues:  Stanford History Education Group - Civic Online Reasoning Curriculum:  <a href="https://cor.stanford.edu/">https://cor.stanford.edu/</a>  Penpals School:  <a href="https://www.penpalschools.com/">https://www.penpalschools.com/</a>  Social Justice Standards- The Teaching Tolerance Anti Framework:  <a href="https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf">https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf</a></p> <p>Psychology:  McGraw Hill: Understanding Psychology - Highschool Psychology (10 and 12)</p>	Yes	0
<b>Foreign Language</b>	FuelEd	Yes	0
<b>Visual and Performing Arts</b>	<p>Visual Arts:  Pearson (Stokstad and Cothren) - ART: A Brief History (9th/12th)  Graphic Design: Photo editing website used in class- <a href="https://pixlr.com/e/">https://pixlr.com/e/</a>  Graphic Design: Vector Image Creator website: <a href="https://vectr.com/">https://vectr.com/</a></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)  Theatre Arts 1- Student Handbook- An Introductory Course  By Alan Engelsman and Penny Engelsmann  Theatre Arts 2-Student Handbook- On Stage and Off Stage Roles: Fitting the Pieces Together  By Alan Engelsman and Penny Engelsmann  Flipgrid - Used to post students projects</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	PLTW Computer Science for Innovators and Makers 6/7: Course materials (online textbook and activities) provided by Project Lead the Way.		
<b>Science Laboratory Equipment (grades 9-12)</b>	Meets Science Laboratory Safety Guide Requirements	Yes	0

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

## School Facility Conditions and Planned Improvements

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. The school's Facilities Manager helped with the repair of broken doors, windows, paint repairs, and attention to any other areas of the facility that needed repairs. Our Facilities Manager ensures ongoing and attentive daily focus toward providing a clean, healthy, and safe learning environment. The role includes monitoring site safety, upgrading facilities, and ensuring ongoing projects of optimization are efficient and successful. A new fire alarm and emergency communication system was installed and reviewed in January 2021 for a final inspection. It passed the inspection.

### 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:** January 2021

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	55	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	34	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

N/A

### Career Technical Education (CTE) Participation (School Year 2019-2020)

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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	100

### 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 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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). A majority of these events have been held virtually because of the school's closure due to COVID-19.

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. However, since the school is participating in distance learning, families are invited to observe the Zoom classes. 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 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
Dropout Rate			--	3.7	4.1	4.1	9.1	9.6	9
Graduation Rate			--	82	83.1	84.7	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.4	4.3	3.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

**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 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**School Safety Plan (School Year 2020-2021)**

Last Reviewed: February 13, 2020 Last discussed with Staff: February 13, 2020

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, new security and a 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.

The new school regulations because of COVID-19 include a limited number of people allowed on campus, temperature checks, social distancing, and a face mask to be worn at all times.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	20	2	1		22	2	3		14	9		

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	19	9	3	2	18	8	2		18	8	3	
Mathematics	12	10	3		12	6	1		12	6	2	
Science	29		3		26	1	1		26		3	
Social Science	29		3		22	3	1		16	4	2	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,098.61	4,624.66	10,473.95	54,844
District	N/A	N/A		\$83,542
Percent Difference - School Site and District	N/A	N/A		-41.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	29.9	-40.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, online platforms, 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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,051	\$50,029
Mid-Range Teacher Salary	\$71,495	\$77,680
Highest Teacher Salary	\$97,176	\$102,143
Average Principal Salary (Elementary)	\$128,899	\$128,526
Average Principal Salary (Middle)	\$131,842	\$133,574
Average Principal Salary (High)	\$140,843	\$147,006
Superintendent Salary	\$264,819	\$284,736
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	4.0	5.0

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 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	2	47.9

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		26	33

City Heights Prep provides teachers and administrators with ongoing professional development to improve teaching and learning in the areas of distance learning/teaching, 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, restorative circles, special education, and developing growth mindset.