

City Heights Preparatory Charter School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School 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
School Website	www.cityheightsprep.org
County-District-School (CDS) Code	37 68338 0124347

2021-22 District Contact Information

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

2021-22 School Overview

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 (2021-22) we have students enrolled in grades 6 through 12. We began the school year participating in-person 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	17
Grade 7	18
Grade 8	26
Grade 9	29
Grade 10	18
Grade 11	14
Grade 12	11
Total Enrollment	133

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
Asian	10.5
Black or African American	36.8
Hispanic or Latino	35.3
Two or More Races	0.8
White	15.8
English Learners	48.9
Socioeconomically Disadvantaged	100
Students with Disabilities	15.8

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.3	41.6	5313.5	88.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	51.0	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	191.1	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	1.6	194.9	3.3	12115.8	4.4
Unknown	4.5	56.6	243.9	4.1	18854.3	6.9
Total Teaching Positions	8.0	100.0	5994.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

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

Year and month in which the data were collected

January 2022

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>EPIC Online Digital Reading Library (https://getepic.com)</p> <p>ELA: Pearson: Common Core Literature (6 and 8)</p> <p>EngageNY ELA 9 Curriculum (Lessons and Texts), available at https://www.engageny.org/resource/grade-9-english-language-arts</p> <p>EngageNY ELA 10 Curriculum (Lessons and Texts), available at https://www.engageny.org/resource/grade-10-english-language-arts</p> <p>EngageNY ELA 11 Curriculum (Lesson and Texts), available at https://www.engageny.org/resource/grade-11-english-language-arts</p> <p>*Note that a teacher adapted version of the EngageNY curriculum serves as the basis for our approved U.C. A-G submissions.</p>	<p>Yes</p>	<p>0</p>
<p>Mathematics</p>	<p>Algebra 1: Pearson Common Core Algebra 1</p> <p>Math 8: Prentice Hall Common Core Mathematics Course 3</p> <p>Algebra II: Envision Algebra 2 Textbook</p> <p>Math 7: Prentice Hall Common Core Mathematics Course 2</p> <p>Geometry: Envision Geometry Textbook</p> <p>Savvas Realize (Teacher Online Version Textbooks for: Algebra 1, Geometry, Algebra 2) savvasrealize.com</p> <p>Open up Resources: https://openupresources.org/math-curriculum/</p> <p>Desmos: https://www.desmos.com/</p> <p>Math IXL: https://www.ixl.com/math/</p> <p>Prodigy: https://sso.prodigygame.com/login?rid=46a223a2-5129-4567-a84f-bb79f7a4e14a#students</p> <p>Khan Academy: https://www.khanacademy.org/</p> <p>Geogebra: https://www.geogebra.org/?lang=en</p> <p>Socrative: https://www.socrative.com/</p> <p>CPM Tiles: https://technology.cpm.org/general/tiles/</p> <p>Desmos Graphing Calculator: https://www.desmos.com/calculator</p> <p>FlipGrid: Used for students to post/explain math problems</p>	<p>Yes</p>	<p>0</p>

	via video. https://info.flipgrid.com/		
Science	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: http://nap.edu/13165 Next Generation Science Standards: https://www.nextgenscience.org/ PhET Interactive Simulations: https://phet.colorado.edu/ PLTW Computer Science for Innovators and Makers: Textbook (Microbit) provided by Project Lead the Way Portal. CodeHS.org Introduction to Python CodeRev Arduino Manual and Materials Welsh, Hole's Human Anatomy and Physiology, 2022, 16e with APR	Yes	0
History-Social Science	Norton: Give Me Liberty (9 & 11) Stanford History Education Group Lessons: Lessons in World History from Department of History, The University of California, Irvine Crash Course Digital Literacy World History Project Curriculum Social Issues: Stanford History Education Group - Civic Online Reasoning Curriculum: https://cor.stanford.edu/ Penpals School: https://www.penpalschools.com/ Social Justice Standards- The Teaching Tolerance Anti Framework: https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf	Yes	0
Foreign Language	FuelEd	Yes	0
Visual and Performing Arts	Visual Arts: Graphic Design: Photo editing website used in class- https://pixlr.com/e/ Graphic Design: Vector Image Creator website: https://vectr.com/ Yearbook: https://yearbookavenue.jostens.com/ 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	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets Science 9-12 requirements.	Yes	0

School Facility Conditions and Planned Improvements

The school's Facilities Manager helps 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 also underwent its annual inspection on 12/22/21 and it passed the inspection.

Year and month of the most recent FIT report

January 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	31	42.47	57.53	12.9
Female	33	11	33.33	66.67	9.09
Male	40	20	50	50	15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	11	37.93	62.07	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	12	46.15	53.85	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	7	50	50	--
English Learners	40	17	42.5	57.5	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	30	42.86	57.14	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	33	45.21	54.79	9.09
Female	33	12	36.36	63.64	16.67
Male	40	21	52.50	47.50	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	11	37.93	62.07	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	26	12	46.15	53.85	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	8	57.14	42.86	--
English Learners	40	19	47.50	52.50	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	32	45.71	54.29	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	NT	NT	NT	NT
Female	15	NT	NT		
Male	21	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	14	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

N/A

2020-21 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, and special events). A majority of these events have been held virtually because of the restrictions of COVID-19. Parents have the ability to meet with school counselor on campus by appointment to help with financial aid workshops, UC/CSU Applications, dual enrollment at San Diego City College, and any college/ career questions. Within our monthly distributed community resource list, we also offer parents mental health options locally for their students and their families, as many have needed due to the pandemic.

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

2021-22 Opportunities for Parental Involvement

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. Parents also are involved in the truancy status of their student when intervention is needed to ensure both parent and student are included in their attendance plan.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	22.2	4.1	3.9	4.2	9.0	8.9	9.4
Graduation Rate	--	--	61.1	84.7	85.6	85.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	11	61.1
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--

Socioeconomically Disadvantaged	18	11	61.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	140	134	8	6.0
Female	67	63	3	4.8
Male	73	71	5	7.0
American Indian or Alaska Native	0	0	0	0.0
Asian	15	14	0	0.0
Black or African American	56	51	3	5.9
Filipino	0	0	0	0.0
Hispanic or Latino	47	47	5	10.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	22	22	0	0.0
English Learners	73	73	3	4.1
Foster Youth	1	1	1	100.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	139	134	8	6.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	21	2	9.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.32	0.71	3.65	0.06	3.47	0.20
Expulsions	0.00	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.46	2.24	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.00	0.00
Male	1.37	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Last Reviewed: August 17, 2021 Last discussed with Staff: August 17, 2021

The school reviews and updates it annually. The plan is reviewed by all stakeholders, including the governing school board.

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 and a face mask to be worn at all times.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	22	2	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	14	9		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	13	8		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	2	
Mathematics	12	6	1	
Science	26	1	1	
Social Science	22	3	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	3	
Mathematics	12	6	2	
Science	26		3	
Social Science	16	4	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	4	2	
Mathematics	18	4	2	
Science	24	2	2	
Social Science	14	4	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	133

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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		\$86,877
Percent Difference - School Site and District	N/A	N/A		-45.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	21.5	-42.8

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,792	\$50,897
Mid-Range Teacher Salary	\$74,140	\$78,461
Highest Teacher Salary	\$100,772	\$104,322
Average Principal Salary (Elementary)	\$139,968	\$131,863
Average Principal Salary (Middle)	\$143,902	\$137,086
Average Principal Salary (High)	\$154,753	\$151,143
Superintendent Salary	\$290,907	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	1

Professional Development

City Heights Prep provides teachers and administrators with ongoing professional development to improve teaching and learning in the areas of distance learning/teaching, illiteracy, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	33	24