

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Clear Passage Educational Center

Address: 1471 Martin Luther King Jr Ave, Long Beach, CA 90813 **Phone:** 562-912-7480
Principal: Vivianna Trujillo **Grade Span:** 9th – 12th

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

District Contact Information (School Year 2018–19)

| Entity | Contact Information |
|----------------|------------------------------------|
| District Name | Long Beach Unified School District |
| Phone Number | (562) 997-8000 |
| Superintendent | Christopher Steinhauser |
| Email Address | csteinhauser@lbschools.net |
| Website | www.lbschools.net |

School Contact Information (School Year 2018–19)

| Entity | Contact Information |
|-----------------------------------|----------------------------------|
| School Name | Clear Passage Educational Center |
| Street | 1471 Martin Luther King Jr Ave |
| City, State, Zip | Long Beach, CA 90813 |
| Phone Number | (562) 912-7480 |
| Principal | Vivianna Trujillo |
| Email Address | vtrujillo@cpecschools.org |
| Website | www.cpecschool.org |
| County-District-School (CDS) Code | 19-64725-0131938 |

School Description and Mission Statement (School Year 2018–19)

Launched in Fall 2015, Clear Passage Educational Center (CPEC) is a WASC accredited independent study (site-based) charter school using an innovative educational model to support high needs students in grades 9-12.

A Dashboard Alternative School Status (DASS) program, CPEC offers a nurturing yet challenging alternate learning environment for teens who have dropped out of school or are in jeopardy of doing so. Servicing students in Long Beach and its surrounding communities, CPEC's educational program focuses on the unique strengths and needs of each student. Our blended instructional model allows student access to critical educational resources and our flexible scheduling affords students the opportunity to engage in online and on-site learning activities.

CPEC delivers a personalized learning experience for each student. Individualized learning plans (based on each student's strengths and needs) are developed in collaboration with parents and students and reviewed by the lead teacher and student each week. Flexible scheduling affords students greater access to instructors and resources to accomplish their academic goals. Student Success Team meetings, parent conferences and IEP meetings (for students with special needs) are forums that are used to review student progress and recommend adjustments. Our advisory and counseling programs provide a platform for managing student behavior and supporting the development of their social-emotional skills and connections to other students.

Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level | Number of Students |
|----------------------------|---------------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 9 |
| Grade 11 | 21 |
| Grade 12 | 9 |
| Ungraded Secondary | 0 |
| Total Enrollment | 39 |

Student Enrollment by Student Group (School Year 2017–18)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 17.9 |
| American Indian or Alaska Native | 2.6 |
| Asian | 10.3 |
| Filipino | 2.6 |
| Hispanic or Latino | 56.4 |
| Native Hawaiian or Pacific Islander | 2.6 |
| White | 2.6 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 94.9 |
| English Learners | 30.8 |
| Students with Disabilities | 10.3 |
| Foster Youth | 2.6 |

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 2016–17 | School 2017–18 | School 2018–19 | District 2018–19 |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 1 | 1 | 1 | |
| 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 | 2016–17 | 2017–18 | 2018–19 |
|--|---------|---------|---------|
| 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 2018–19)

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

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | N/A | N/A | 0 |
| Mathematics | N/A | N/A | 0 |
| Science | N/A | N/A | 0 |
| History-Social Science | N/A | N/A | 0 |
| Foreign Language | N/A | N/A | 0 |
| Health | N/A | N/A | 0 |
| Visual and Performing Arts | N/A | N/A | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0 |

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

*CPEC currently utilizes a web-based (virtual) curriculum.

School Facility Conditions and Planned Improvements

Maintaining a clean, safe, and orderly environment that is characterized by trust, professionalism and high expectations is one of the school’s critical success factors.

Strategies employed by CPEC’s leadership to meet this goal include the following:

Custodial staff monitors campus on a continual basis.

- Site leadership encourages students to promote a clean learning environment.*
- Staffs respond in a proactive manner when dealing with student related issues.*
- Presence of campus security is noticeable.*
- Site administrators and instructional staff monitor campus during instructional period to ensure students are not wandering.*
- Progressive discipline policies are in place.*

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 overall rating

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

| 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: 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

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

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | 9 | 48 | 51 | 48 | 50 |
| Mathematics (grades 3-8 and 11) | -- | 0 | 38 | 43 | 37 | 38 |

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.

***CPEC is a Dashboard Alternative School Status (DASS) program.**

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 18 | 11 | 61.11 | 9.09 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 15 | 10 | 66.67 | 10 |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 18 | 11 | 61.11 | 9.09 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

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.

***CPEC is a Dashboard Alternative School Status (DASS) program.**

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 18 | 9 | 50 | 0 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 15 | 9 | 60 | 0 |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 18 | 9 | 50 | 0 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

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.

***CPEC is a Dashboard Alternative School Status (DASS) program.**

**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 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

***CPEC is a Dashboard Alternative School Status (DASS) program.**

Career Technical Education (CTE) Programs (School Year 2017–18)

CPEC implements a blended learning model that supports instructional staff in addressing student differences in learning modalities, cognitive ability and life experiences that impact student learning.

CPEC’s curriculum focuses on courses covering core knowledge and A-G requirements to ensure that students receive a strong foundation of expected skills. CPEC’s curriculum also provides students the opportunity to select elective courses that expose students to various career clusters that include Science, Social Science/Humanities, Law, Visual Arts and Health Science.

CPEC’s College Partnership Program allows students to connect to a network of local area universities and community colleges and interact with institutional staff, students and alums via regional field trips and on campus meetings. This platform allows our students to explore their post-secondary career aspirations.

Career Technical Education (CTE) Participation (School Year 2017–18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | All |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | N/A |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 82.05 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

| 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 |
|-------------|--|--|---|
| 9 | | | |

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 school site

Opportunities for Parental Involvement (School Year 2018–19)

Parental involvement is a key factor in the success of students. Clear Passage works diligently to collaborate with parents and encourage their participation in their student's education. A wide range of strategies are employed by CPEC's leadership to ensure a high level of quality and consistency in communication and collaboration between the school's leadership, staff, parents, students, and other stakeholders including:

- Goal setting meetings that provide parents the opportunity to participate in establishing their child's educational master plan.*
- The distribution of letters regarding student progress.*
- Community-focused activities such as CPEC's annual holiday luncheon for parents and students.*
- Articulation is facilitated via site presentations, cohort meetings with local institutions and local agencies and annual planning meetings with local high schools and colleges.*

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 2014–15 | School 2015–16 | District 2014–15 | District 2015–16 | State 2014–15 | State 2015–16 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate | | -- | 11 | 9.7 | 10.7 | 9.7 |
| Graduation Rate | | -- | 84 | 84.1 | 82.3 | 83.8 |

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

| Indicator | School 2016–17 | District 2016–17 | State 2016–17 |
|-----------------|----------------|------------------|---------------|
| Dropout Rate | -- | 9.3 | 9.1 |
| Graduation Rate | -- | 86 | 82.7 |

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

**Completion of High School Graduation Requirements – Graduating Class of 2017
(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 5.26 | 88.79 | 88.72 |
| Black or African American | 0 | 89.4 | 82.15 |
| American Indian or Alaska Native | 0 | 92.31 | 82.81 |
| Asian | 0 | 94.13 | 94.93 |
| Filipino | 0 | 97.42 | 93.45 |
| Hispanic or Latino | 5.56 | 85.98 | 86.54 |
| Native Hawaiian or Pacific Islander | 0 | 93.69 | 88.56 |
| White | 0 | 91.35 | 92.12 |
| Two or More Races | 0 | 93.44 | 91.15 |
| Socioeconomically Disadvantaged | 5.56 | 86.22 | 88.64 |
| English Learners | 0 | 53.27 | 56.74 |
| Students with Disabilities | 0 | 73.54 | 67.12 |
| Foster Youth | 0 | 93.1 | 74.08 |

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 2015– 16 | School 2016– 17 | School 2017– 18 | District 2015– 16 | District 2016– 17 | District 2017– 18 | State 2015– 16 | State 2016– 17 | State 2017– 18 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | | | 5.48 | 3.86 | 3.5 | 4.03 | 3.65 | 3.65 | 3.51 |
| Expulsions | | | 0 | 0.04 | 0.03 | 0.02 | 0.09 | 0.09 | 0.08 |

School Safety Plan (School Year 2018–19)

CPEC has adopted and implemented a comprehensive set of school safety policies to ensure the health and safety of pupils and staff. The policies are incorporated in the school's safety plan.

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 (Secondary) (School Year 2015–16)

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

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

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

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

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

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

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

*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 2017–18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|--|--|--|
| Academic Counselor | N/A | N/A |
| Counselor (Social/Behavioral or Career Development) | N/A | N/A |
| Library Media Teacher (Librarian) | N/A | N/A |
| Library Media Services Staff (Paraprofessional) | N/A | N/A |
| Psychologist | N/A | N/A |
| Social Worker | N/A | N/A |
| Nurse | N/A | N/A |
| Speech/Language/Hearing Specialist | N/A | N/A |
| Resource Specialist (non-teaching) | N/A | N/A |
| Other | N/A | 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.

***Given CPEC's size and educational program model, the school employs the services of community based partners to facilitate its counseling services.**

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|-------------------------------------|--|--|-------------------------------|
| School Site | 7504 | 0 | 7504 | 52500 |
| District | N/A | N/A | | 91074 |
| Percent Difference – School Site and District | N/A | N/A | | 42 |
| State | N/A | N/A | 7125 | 80764 |
| Percent Difference – School Site and State | N/A | N/A | 5 | 35 |

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

Types of Services Funded (Fiscal Year 2017–18)

CPEC utilizes funds from the State and Federal government to meet the diverse academic and socio-emotional needs of our students. Funds are used to pay for the school's curriculum, computer lab, supplemental instructional materials and services, instructional software, and professional development, etc. These funds are necessary to sustaining the learning climate as well as the quality of the instructional program.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

| Category | District Amount | State Average For Districts In Same Category |
|--|------------------------|---|
| Beginning Teacher Salary | 51691 | 47903 |
| Mid-Range Teacher Salary | 76854 | 74481 |
| Highest Teacher Salary | 108434 | 98269 |
| Average Principal Salary (Elementary) | 126865 | 123495 |
| Average Principal Salary (Middle) | 126556 | 129482 |
| Average Principal Salary (High) | 141453 | 142414 |
| Superintendent Salary | 270251 | 271429 |
| Percent of Budget for Teacher Salaries | 36 | 35 |
| Percent of Budget for Administrative Salaries | 6 | 5 |

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

Advanced Placement (AP) Courses (School Year 2017–18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------------------------------|--------------------------------------|--|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 1 | N/A |
| All Courses | 1 | 2 |

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

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

Professional Development

CPEC's current professional development focus is student performance analysis and interpretation. The administrative team at CPEC uses multiple tools such as the school plan and data gathered during cross-functional meetings to identify professional development opportunities which are then discussed with the school's staff during staff meetings and articulation sessions. Also, CPEC's instructional staff is encouraged to attend external professional development opportunities (facilitated by local/allied agencies) to strengthen their knowledge and ability.

Teachers are also provided ongoing professional development that includes best practices in supporting the school's web-based curriculum and college/career preparation programs.

In addition, CPEC's staff engages in articulation sessions. During such sessions, instructional goals, student intervention practices and teacher/student support opportunities are discussed.