

School Accountability Report Card

Reported Using Data from the 2018–19 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

District Contact Information (School Year 2019–20)

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 2019–20)

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 2019–20)

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 2018–19)

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	13
Grade 10	21
Grade 11	15
Grade 12	6
Ungraded Secondary	0
Total Enrollment	55

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0
Asian	12.7
Filipino	0
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	1.8
White	3.6
Two or More Races	5.5
Socioeconomically Disadvantaged	94.5
English Learners	23.6
Students with Disabilities	12.7
Foster Youth	0
Homeless	0

A. Conditions of Learning

Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	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	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

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 2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	9	50	51	54	50	50
Mathematics (grades 3-8 and 11)	0	33	43	46	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

***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 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	6	18.75	81.25	50.00
Male	11	2	18.18	81.82	50.00
Female	21	4	19.05	80.95	50.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	4	19.05	80.95	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	31	5	16.13	83.87	40.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

***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 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	3	9.38	90.62	33.33
Male	11	0	0.00	100.00	0.00
Female	21	3	14.29	85.71	33.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	2	9.52	90.48	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	31	2	6.45	93.55	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

***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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

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 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	All
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are 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
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.55

UC/CSU Course Measure	Percent
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	9.7	9.7
Graduation Rate	--	84.1	83.8

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	18	9.3	9.8	9.1	9.6
Graduation Rate	--	0	86	84.8	82.7	83

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	0.0	5.5	0.0	3.5	4.0	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019–20)

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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

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.

*CPEC is an independent study, non-classroom based program.

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

Title	Ratio
Academic Counselors*	1:40

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

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

*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9651.13	0	9651.13	55422
District	N/A	N/A		92033
Percent Difference – School Site and District	N/A	N/A		40
State	N/A	N/A	7506.64	82403
Percent Difference – School Site and State	N/A	N/A	22	33

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

Types of Services Funded (Fiscal Year 2018–19)

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 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	52208	48612
Mid-Range Teacher Salary	77622	74676
Highest Teacher Salary	109519	99791
Average Principal Salary (Elementary)	128160	125830
Average Principal Salary (Middle)	128877	131167
Average Principal Salary (High)	144505	144822
Superintendent Salary	272954	275796
Percent of Budget for Teacher Salaries	35	34
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 2018–19)

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	0	N/A
All Courses	0	0

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4