School Accountability Report Card Reported Using Data from the 2024–25 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or the LCAP, see the CDE LCFF 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).

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

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.

Admission Requirements for the University of California (UC)
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Table 1: District Contact Information (School Year 2025–26)

Entity	Contact Information
District Name	Long Beach Unified School District
Phone Number	(562) 997-8000
Superintendent	Jill Baker
Email Address	jbaker@lbschools.net
Website	www.lbschools.net

Table 2: School Contact Information (School Year 2025–26)

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
Grade Span	9th-12th
County-District-School (CDS) Code	19-64725-0131938

Table 3: School Description and Mission Statement (School Year 2025–26)

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.

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	3
Grade 10	21
Grade 11	27
Grade 12	8
Total Enrollment	59

Table 5: Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	78
Male	22
Non-Binary	0
American Indian or Alaska Native	0
Asian	6.8
Black or African American	13.6
Filipino	0
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0
Two or More Races	1.7
White	0
English Learners	22
Foster Youth	0
Homeless	8.5
Migrant	0
Socioeconomically Disadvantaged	94.9
Students with Disabilities	8.5

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.

Table 6: Teacher Preparation and Placement (School Year 2021–22)

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)	1	100	2413.3	86.89	234405.2	84.00
Intern Credential Holders Properly Assigned	0	0	9.10	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	83.80	3.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	120.50	4.34	11953.10	4.28
Unknown/Incomplete/NA	0	0	150.50	5.42	15831.90	5.67
Total Teaching Positions	1	100	2777.40	100	279044.8	100

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 based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2022–23)

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)	1	100	2357.90	85.40	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.10	0.37	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	199.00	7.21	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	36.00	1.30	11746.90	4.23
Unknown/Incomplete/NA	0	0	157.90	5.72	14303.80	5.15
Total Teaching Positions	1	100	2760.90	100.00	277698.0	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teacher Preparation and Placement (School Year 2023–24)

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)	1	100	2319	84.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	8.9	.33	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	207.3	7.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	38.6	1.41	12112.8	4.34
Unknown/Incomplete/NA	0	0	158.8	5.81	13705.8	4.92
Total Teaching Positions	1	100	2732.8	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 9: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Table 10: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Web-based Curriculum(Fuel Ed)	0
Mathematics	Web-based Curriculum(Fuel Ed)	0
Science	Web-based Curriculum(Fuel Ed)	0
History-Social Science	Web-based Curriculum(Fuel Ed)	0
Foreign Language	Web-based Curriculum(Fuel Ed)	0
Health	Web-based Curriculum(Fuel Ed)	0
Visual and Performing Arts	Web-based Curriculum(Fuel Ed)	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

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

Table 13: School Facility Conditions and Planned Improvements

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

CPEC's leadership and staff will continue to implement site-based measures including the following:

- Monitoring of the campus on a continual basis by custodial staff.

- Encouraging students to participate in maintaining a clean and sanitary learning environment.

- Maintaining a continual security presence on campus during school hours.

- Implementing a progressive discipline plan that supports a clean and safe school environment.

- Responding in a proactive manner when dealing with student related issues.

Table 14: 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 2026

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 2026*

Table 15: 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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.

    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.

    3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)	17	19	49	51	47	48
Mathematics (grades 3-8 and 11)	0	13	36	38	35	37

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	16	51.61	48.39	18.75
Female	24	10	41.67	58.33	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	12	52.17	47.83	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	15	50.00	50.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	16	51.61	48.39	12.50
Female	24	10	41.67	58.33	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	13	56.52	43.48	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	15	50.00	50.00	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 19: 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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)	--	--	26.64	28.24	30.73	32.52

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 20: CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2024–25)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)

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 virtually to a network of local area universities and community colleges and interact with institutional staff, students and alums. This platform allows our students to explore their post-secondary career aspirations.

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)

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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Table 24: California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	--	--	--	--	--

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 25: Opportunities for Parental Involvement (School Year 2025–26)

Clear Passage utilizes various outreach devices to establish and strengthen relationships with parents. Given our student demographics, remote and in-person parent touchpoints are offered as follows:

- Orientation: New families learn about the mission and vision of the school, the educational approach, and expectations for parent participation.
- Parent/Student/Teacher Conferences: Teachers connect with students and their parents to discuss the student's academic progress and social development.
- Goal Setting Conferences: Goal setting conferences provide parents and students the opportunity to participate in establishing the student's educational master plan.
- Student Success Team Conferences: The school has established a Student Success Team (SST) process which is comprised of parents, teachers, administrators, and other school professionals.
-Articulation sessions are facilitated with local institutions and local agencies.
-Ongoing touchpoints are facilitated with local high schools and colleges.
Parents who are interested in participating in school activities can contact the main office at 562-912-7480

State Priority: Pupil Engagement

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

- High school graduation rates,

- High school dropout rates, and

- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	7.7	14.3	33.3	82.9	82.9	87.1	86.2	86.4	87.5
Dropout Rate	15.4	28.6	27.8	14.3	14.6	9.7	8.2	8.9	8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	--	33.3
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	12	--	50.0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	17	--	35.3
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	72	70	13	18.6
Female	55	55	12	21.8
Male	17	15	--	6.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	12	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	15	15	--	20.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	69	67	13	19.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*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

Table 29: Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0	0	0	4.02	3.94	4.13	3.6	3.28	2.94
Expulsions	0	0	0	0	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2025–26)

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. In addition, CPEC's Instructional Continuity Plan has been incorporated in the school 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.

Table 35: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	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.

Table 39: Student Support Services Staff (School Year 2024–25)

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.

** "Other" category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14670	0	14670	86378
District	N/A	N/A		111933
Percent Difference – School Site and District	N/A	N/A		25.8
State	N/A	N/A	11146	100333
Percent Difference – School Site and State	N/A	N/A	27.3	14.9

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

Table 41: Types of Services Funded (Fiscal Year 2024–25

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.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	64988	60862.67
Mid-Range Teacher Salary	96624	93575.04
Highest Teacher Salary	136328	125548.29
Average Principal Salary (Elementary)	162931	157644.72
Average Principal Salary (Middle)	168011	165340.66
Average Principal Salary (High)	188187	182579.89
Superintendent Salary	421034	357064.2
Percent of Budget for Teacher Salaries	29.82	30.36
Percent of Budget for Administrative Salaries	5.81	4.88

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

Table 43: Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses*:* 0

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

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

Table 44: Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4