

About This School

District Contact Information (School Year 2017–18)

District Name	Long Beach Unified School District
Phone Number	(562) 997-8000
Superintendent	Christopher Steinhauser
E-mail Address	csteinhauser@lbschools.net
Web Site	www.lbschools.net

School Contact Information (School Year 2017–18)

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
E-mail Address	vtrujillo@cpecschools.org
Web Site	www.cpecschool.org
County-District-School (CDS) Code	19-64725-0131938

School Description and Mission Statement (School Year 2017–18)

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

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 2016–17)

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	3
Grade 10	26
Grade 11	6
Grade 12	19
Ungraded Secondary	0
Total Enrollment	54

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	1.9
Asian	1.9
Filipino	1.9
Hispanic or Latino	79.6
Native Hawaiian or Pacific Islander	0
White	1.9
Two or More Races	1.9
Socioeconomically Disadvantaged	98.1
English Learners	27.8
Students with Disabilities	16.7
Foster Youth	0

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 2015–16	School 2016–17	School 2017–18	District 2017–18
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	2015–16	2016–17	2017–18
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 2017–18)

Year and month in which the data were collected: January 2018

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
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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 2018

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
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 2018

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	45	48	48	48
Mathematics (grades 3-8 and 11)	--	--	34	38	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)		--		48		54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

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 Participation (School Year 2016–17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.15
2015–16 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 2016–17)

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	7.1	21.4	7.1

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 2017–18)

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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate			16.7			9.7	11.5	10.7	9.7
Graduation Rate			0			84.15	80.95	82.27	83.77

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	0	87.36	87.11
Black or African American	0	84.84	79.19
American Indian or Alaska Native	0	70.59	80.17
Asian	0	94.34	94.42
Filipino	0	93.54	93.76
Hispanic or Latino	0	85.19	84.58
Native Hawaiian or Pacific Islander	0	100	86.57
White	0	91.59	90.99
Two or More Races	0	81.33	90.59
Socioeconomically Disadvantaged	0	88.64	85.45
English Learners	0	51.69	55.44
Students with Disabilities	0	69.17	63.90
Foster Youth	0	70	68.19

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			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions		0	0	3.53	3.86	3.5	3.79	3.65	3.65
Expulsions		0	0	0.03	0.04	0.03	0.09	0.09	0.09

School Safety Plan (School Year 2017–18)

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.

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2007-2008
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	37
Percent of Schools Currently in Program Improvement	N/A	84.1

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science					N/A	N/A	N/A	N/A	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 2016–17)

Title	Number of FTE*	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 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7478	0	7478	50000
District	N/A	N/A		89097
Percent Difference – School Site and District	N/A	N/A		44
State	N/A	N/A	6574	79228
Percent Difference – School Site and State	N/A	N/A	12	37

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

Types of Services Funded (Fiscal Year 2016–17)

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 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	50678	47808
Mid-Range Teacher Salary	78350	73555
Highest Teacher Salary	106308	95850
Average Principal Salary (Elementary)	123119	120448
Average Principal Salary (Middle)	124211	125592
Average Principal Salary (High)	139357	138175
Superintendent Salary	264952	264457
Percent of Budget for Teacher Salaries	37	35
Percent of Budget for Administrative Salaries	6	5

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

Advanced Placement (AP) Courses (School Year 2016–17)

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

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.