SBE: College Preparatory Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

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

2023-24 School Contact Information

School Name	SBE: College Preparatory Middle School
Street	10269 Madrid Way
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 303-2782
Principal	Mitchell S. Miller, Director of Operations
Email Address	MMiller@mycpms.net
School Website	www.MyCPMS.net
County-District-School (CDS) Code	37-77164-0137356

2023-24 District Contact Information

District Name	SBE: College Preparatory Middle School
Phone Number	(619) 303-2782
Superintendent	Christina Callaway, Director of School Business
Email Address	CCallaway@mycpms.net
District Website	www.MyCPMS. net

2023-24 School Description and Mission Statement

CPMS is a small, community centered school with a strong college preparatory focus. As our name suggests, our goal is to matriculate students to high school with not only an eye to college and career, but with the academic skills and capabilities necessary to meet the University of California A-G requirements necessary for college admission.

The mission of College Preparatory Middle School (CPMS) is to provide a safe, nurturing educational community for the middle school learner based on mutual respect, high expectations for academics and behavior, with the appropriate supports in place to ensure all learners are able to meet those expectations.

At CPMS, we know that students learn best in an environment that is physically and emotionally safe. One that is academically challenging, but provides the supports necessary to assist them to meet those challenges. We know that when students are actively engaged in their learning, they are more connected to the school and want to learn more about the broader community around them. At CPMS students have access to research based, standards aligned learning that is tailored to them and are supported by qualified and caring adults. They are challenged academically and promote from CPMS well prepared for high school and beyond, ready to participate in a global environment. This is accomplished because of our uncompromising commitment to the individual student, the assessment of their needs, and the targeted response to address those needs through intervention and enrichment.

The results of this SARC represent a collaborative effort of all of our stakeholders; the work and opinions of parents, students, staff, our SELPA, our Board, and other local consultants in an effort to continue to effectively deliver on our mission, to address the needs of every student and deliver integrated services that promote appropriate learning supports, and a positive school climate – all of which are necessary for students to thrive in the twenty-first century.

We work closely with our students, their families and our community to ensure our students promote from CPMS with the skills necessary for them to reach their life goals and achieve their personal best.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	98
Grade 6	100
Grade 7	98
Grade 8	98
Total Enrollment	394

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Asian	3%
Black or African American	4.3%
Filipino	0.5%
Hispanic or Latino	27.9%
Two or More Races	5.8%
White	57.9%
English Learners	8.9%
Socioeconomically Disadvantaged	33.5%
Students with Disabilities	6.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	79.41	13.50	79.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	8.82	1.50	8.82	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	11.76	2.00	11.76	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	17.00	100.00	17.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	79.41	14.90	79.41	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	18.78	3.50	18.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.30	1.76	0.30	1.76	15831.90	5.67
Total Teaching Positions	18.80	100.00	18.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	0.00
Total Out-of-Field Teachers	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	7/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready Common Core Reading Grades 6-8 (Curriculum Associates) I-Ready Instructional Platform English Language Arts: Grades 5-8	Yes	0

	Ready Classroom Common Core Math: Grades 5-8 I-Ready Instructional Platform Mathematics: Grades 5-8 Wordly Wise i-3000: Grades 6-8 Word Roots Grades 5-8 Close Reading of Complex Texts Grade 5		
Mathematics	Ready Mathematics Classroom Grades 5-8 (Curriculum Associates) I-Ready Instructional Platform Math Grades 5-8	Yes	0
Science	HMH Science Dimensions Grades 5-8 (Houghton Mifflin Harcourt Publishers)	Yes	0
History-Social Science	Social Studies Alive! America's Past Grade 5 (Teachers Curriculum Institute) History Alive! The Ancient World Grade 6 (Teachers Curriculum Institute) History Alive! The Medieval World and Beyond Grade 7 (Teachers Curriculum Institute) History Alive! The United States Through Industrialism Grade 8 (Teachers Curriculum Institute) Nystrom Atlas of the World	Yes	0

School Facility Conditions and Planned Improvements

Newly built facility July 2019. Yearly maintenance inspections conducted for all major mechanical systems completed. Scheduled interim maintenance contracts and agreements are in place.

Year and month of the most recent FIT report	01/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	83	83	83	47	46
Mathematics (grades 3-8 and 11)	65	69	65	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	380	99.22	0.78	82.89
Female	191	190	99.48	0.52	86.84
Male	192	190	98.96	1.04	78.95
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	16	16	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	108	105	97.22	2.78	76.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	91.67
White	221	221	100.00	0.00	84.62
English Learners	19	19	100.00	0.00	26.32
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	128	100.00	0.00	75.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	63.16

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	381	99.48	0.52	69.03
Female	191	191	100.00	0.00	63.87
Male	192	190	98.96	1.04	74.21
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	16	16	100.00	0.00	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	108	106	98.15	1.85	64.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	79.17
White	221	221	100.00	0.00	68.78
English Learners	19	19	100.00	0.00	26.32
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	128	100.00	0.00	59.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	47.37

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.45	56.99			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	186	99.47	0.53	56.99
Female	93	93	100.00	0.00	53.76
Male	94	93	98.94	1.06	60.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	55.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	99	99	100.00	0.00	54.55
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	50.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	91	94	95	92	95
Grade 7	97	98	97	97	98

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.

2023-24 Opportunities for Parental Involvement

The research is clear: When schools and families work in partnership, students achieve!

It is with that premise that College Prep welcomes and appreciates all of our parent volunteers! Everything from working in a classroom, parent occupational presentations, lending a hand with student activities or joining and participating in our amazing PTSA, we have many opportunities for parents to be involved on and off campus. If you are interested in volunteering at CPMS, please contact Ms. Socorro Redding in our front office at (619) 303-2782 or email at Sredding@mycpms.net

To access school calendars as well as information about our main parent organization, PTSA, please visit our website at: www.MyCPMS.net.
Also consider subscribing to our school blog "Tigers Tale" to receive emails regarding all school activities. Sign up is available on our website: www.MyCPMS.net

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	396	4	1.0
Female	202	200	3	1.5
Male	198	196	1	0.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	12	0	0.0
Black or African American	17	17	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	112	112	3	2.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	23	0	0.0
White	231	228	1	0.4
English Learners	36	35	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	140	137	2	1.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	25	1	4.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.50	1.50	0.00	0.50	1.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.5	0
Female	0	0
Male	3.03	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.73	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.43	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

College Preparatory Middle School (CPMS) has a comprehensive safety plan and related protocols developed in conjunction with the charter authorizer (SBE-State Board of Education), local Police, Fire and other safety officials, the SDCOE Joint Powers Authority, as well as the SDCOE's REMS (Readiness and Emergency Management) and Student Support Services Department. CPMS also collaborates with the El Dorado SELPA in order to develop supports to address topics/issues related to students with special needs. This plan meets state requirements described in California Education Code Sections 35294-35297.

The safety plan includes disaster procedures, for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting mandates, school dress codes and school discipline policies. Under the direction of CPMS Administration, school staff members implement specific school-building security procedures. All staff members receive a Staff Handbook upon hire and related training during the annual Fall staff development and throughout the school year. Topics include emergency procedures and protocols, First Aid and CPR certifications, disaster preparedness plan for a variety of emergency situations, the school's sexual harassment policy, behavior policies, child-abuse reporting procedures and school dress code for staff and students.

Safety Plans are reviewed/updated on an annual basis following the approval of the CPMS Board of Directors (March 2022) CPMS has a disaster preparedness plan which includes a route for evacuation and procedures to address fires, earthquakes and lock-down situations. The plan also involves the roles of students and staff members in these emergencies. Students practice disaster procedures during the school year (at least once per quarter) including participation in the annual Great California Shake Out. All school personnel are First Aid and CPR certified.

Adult supervision is provided in the classrooms throughout the school day, during passing periods as well the outside areas before and after school, during lunch and during nutrition break. All visitors and volunteers must present identification which is submitted for DOJ screening via our school Raptor system. Visitors must sign in and register at the Main Office. 24 hour video surveillance of all interior and exterior common/public areas are a part of our school security monitoring system. CPMS Administrators meet on an ongoing basis to review any issues that may affect the safety and learning of students and school personnel.

2023-24 School Safety Plan

The CPMS Board of Directors review and approves the School Safety Plan on an annual basis.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	100			2
Mathematics	100			2
Science	100			2
Social Science	100			2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25		8	
Mathematics	25		8	
Science	25		8	
Social Science	25		8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	0	9	0
Mathematics	25	0	8	0
Science	25	0	8	0
Social Science	25	0	8	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	394

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 9,863.	$ 2,522.	$ 7,341.	$ 68,052
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	-200.0	

Fiscal Year 2022-23 Types of Services Funded

CPMS is 100% staffed with fully credentialed, highly qualified teachers and administrators. All adopted curriculum utilized by CPMS is aligned to grade level California State Standards. Every text, workbook, and ancillary material is available to all of our students in the print and online format. All students enrolled are provided a school issued Chromebook for home and one for school use. Each student is assigned a Google account/password for their school use. Additionally, all students have been provided with a hard copy of their student work texts which they can use when working with their teachers on campus or at home. The expectation of every student at our school is that they will receive a rigorous academic program that meets grade level standards. Supports are embedded throughout the program to help students to progress and achieve their best. Teachers use a variety of instructional methods to meet the needs of all of our students, including those in our special populations, by modifying assignments to meet accessibility standards, collaborating with our Ed Specialist, our EL Coordinator, our School Interventionist who meets with students individually and in small groups. Afternoon tutorial is offered to all enrolled students including those who may need additional academic support. Any student who is found to be performing below grade level will be assigned to afternoon small groups to work with a teacher on those skills for improvement. Additional blocks of intervention and practice are offered to further support student growth. CPMS partners with various community agencies to provide mental health services, counseling support and other housing, health and nutrition resources for families in need.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

In addition to scheduled PD days each year, Professional Development at CPMS is offered throughout the academic year as needed trainings are made available to staff. Generally speaking, these trainings reflect those topics of prime importance and relevance to our instruction. They include curriculum specific trainings that are made available through our curriculum publishers, as well as technical support and trainings to enhance instruction of all students including those with special needs. Staff are encouraged to bring relevant workshops/trainings that they deem to be useful to the attention of the administration. At CPMS, data analysis plays an integral role in the professional development of staff with a goal of developing appropriate and effective classroom instruction. The data derived from our in house analysis of our benchmark diagnostics and other assessment tools, provide our staff with the information they need to understand our student's areas of strength and weakness and develop instructional focus for their classes. Weekly department and grade level meetings promote meaningful professional conversations that create and put into practice, actions that will improve student progress and our program.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4