

# SBE: College Preparatory Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	95
Grade 6	99
Grade 7	98
Grade 8	100
Total Enrollment	392

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.3
Asian	2.8
Black or African American	3.1
Filipino	1.0
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.1
White	54.3
English Learners	9.7
Foster Youth	0.3
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	33.2
Students with Disabilities	7.4

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.50	79.41	13.50	79.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	8.82	1.50	8.82	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	11.76	2.00	11.76	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	2.00	
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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

<b>Reading/Language Arts</b>	Ready Common Core Reading Grades 5-8 (Curriculum Associates) I-Ready Instructional Platform English Language Arts: Grades 5-8 Ready Classroom Common Core Math: Grades 5-8 I-Ready Instructional Platform Mathematics: Grades 5-8 Wordly Wise i-3000: Grades 6-8	Yes	0
<b>Mathematics</b>	Ready Mathematics Classroom Grades 5-8 (Curriculum Associates) I-Ready Instructional Platform Math Grades 5-8	Yes	0
<b>Science</b>	HMH Science Dimensions Grades 5-8 (Houghton Mifflin Harcourt Publishers)	Yes	0
<b>History-Social Science</b>	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**

01/2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	83	N/A	83	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	65	N/A	65	N/A	33

## 2021-22 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
<b>All Students</b>	385	382	99.22	0.78	82.98
<b>Female</b>	196	196	100.00	0.00	87.24
<b>Male</b>	189	186	98.41	1.59	78.49
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	11	11	100.00	0.00	90.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	117	115	98.29	1.71	81.74
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	26	26	100.00	0.00	96.15
<b>White</b>	217	216	99.54	0.46	81.02
<b>English Learners</b>	17	17	100.00	0.00	11.76
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	0.78	79.69
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	26	26	100.00	0.00	38.46

## 2021-22 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
<b>All Students</b>	385	382	99.22	0.78	65.18
<b>Female</b>	196	196	100.00	0.00	61.73
<b>Male</b>	189	186	98.41	1.59	68.82
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	11	11	100.00	0.00	81.82
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	117	115	98.29	1.71	58.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	26	26	100.00	0.00	73.08
<b>White</b>	217	216	99.54	0.46	65.74
<b>English Learners</b>	17	17	100.00	0.00	17.65
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	129	128	99.22	0.78	59.38
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	26	26	100.00	0.00	23.08

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	57.45			28.5	29.47

## 2021-22 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
<b>All Students</b>	190	188	98.95	1.05	57.45
<b>Female</b>	103	103	100	0	64.08
<b>Male</b>	87	85	97.7	2.3	49.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	54	98.18	1.82	53.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100	0	72.73
<b>White</b>	113	112	99.12	0.88	54.46
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	67	66	98.51	1.49	46.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100	0	18.18

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	84	95	95	90	95
Grade 7	83	83	91	88	93
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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.

#### 2022-23 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](mailto: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](http://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](http://www.MyCPMS.net)

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	394	13	3.3
Female	204	201	5	2.5
Male	195	193	8	4.1
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	1	9.1
Black or African American	12	12	1	8.3
Filipino	4	4	0	0.0
Hispanic or Latino	121	120	7	5.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	26	2	7.7
White	221	219	2	0.9
English Learners	40	39	3	7.7
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	143	141	8	5.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	33	3	9.1

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.25	0.25	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.50	0.00	0.50	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.50	0.00
Female	0.00	0.00
Male	1.03	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 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 at the Main Office and wear visible identification while on site. 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.

In the 2020-2021 school year, a Safe School Reopening Plan was developed to address the COVID-19 pandemic. This document was been developed using guidance provided by the Centers for Disease Control (CDC), the California Department of Public Health (CDPH), the County of San Diego Health and Human Services Agency (HHS), the California Department of Education (CDE), and the San Diego County Office of Education (SDCOE). It was reviewed and approved at a public board meeting on November 12, 2020. This plan has been posted to our school website and is updated as new regulations and requirements are added or amended.

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	2	7	
Mathematics	24	1	7	
Science	24	1	7	
Social Science	24	2	6	



## 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	

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$ 9,863.	\$ 2,522.	\$ 7,341.	\$ 68,052
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	

## 2021-22 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 students 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4