

Central Learning Adult/Alternative School Site (CLASS)

2698 North Brawley Avenue • Fresno, CA 93722 • (559) 276-5230 • Grades K-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

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District Governing Board

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Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

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Business Officer

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Assistant Superintendent,
Educational Services

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Mr. Paul Birrell

Director, 7-12 & Adult Education

Dr. Tami Boatright

Director, K-8 Education

School Description

Every student is prepared for success in college, career development, and community involvement. Our vision statement validates the staff's belief that all students can learn.

Central Learning Alternative School Site (C.L.A.S.S.) is a WASC Accredited school that shares the site with Central Learning Adult School Site. C.L.A.S.S. incorporates a hybrid Independent Study Program model (ISP). This model has shown positive results with the increase in the number of high school graduates each year. Students enroll at C.L.A.S.S. for many reasons, including poor attendance, failing in a traditional school setting, medical issues, moving into the district late, or family request. Instructors use district adopted curriculum as they teach to the standards.

C.L.A.S.S. is an alternative education school. Our site goals align with three indicators: Student Persistence, Credit Completion, High School Graduation, in addition to direct writing and mathematics. All teachers are credentialed in their subject areas and serve the many needs of our diverse student population. Our school survey data indicate that students and parents feel our campus is a safe environment for kids where teachers make connections with students.

In meeting the goals and keeping students connected to school, the instructors monitor each student's progress during weekly meetings. Students take exams on the previous week's assignments demonstrating mastery of the lesson before moving forward in the curriculum. Students are expected to earn a minimum of two credits per week as they progress towards their high school diploma. Staff monitor student credits each week and contact home if the student is not keeping up with their credit completion. Teachers will continue to integrate standards based lessons within the curriculum and use technology to support learning.

C.L.A.S.S. uses the Professional Learning Community (PLC) model and additional Professional Learning opportunities to improve learning and support all students as they progress towards graduation. PLC's are every Monday morning with focus on student learning. Progress reports are sent home at the quarter and final grades are recorded at the end of each semester.

2018-2019 begins Year IV within the Positive Behavior Interactions and Supports (PBIS) model. Last year the school received the Gold Award and continues to implement the PBIS strategies. Additionally, PBIS allows C.L.A.S.S. to change the culture of the school by making it more appealing and inviting.

Students who are eligible can easily enroll in Career Technical Education programs including computer technology courses, Nursing Assistant Training Program, ROP Auto Body Collision Repair, Technical Administration and any other course of interest as they pursue a career pathway here on the campus.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 1	2
Grade 3	1
Grade 6	2
Grade 7	4
Grade 8	5
Grade 9	13
Grade 10	27
Grade 11	63
Grade 12	101
Total Enrollment	218

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	1.8
Asian	1.8
Filipino	0.5
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.0
White	19.7
Socioeconomically Disadvantaged	70.6
English Learners	5.5
Students with Disabilities	11.9
Foster Youth	0.9

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			
Central Learning Adult/Alternative School Site	16-17	17-18	18-19
With Full Credential	9	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Learning	16-17	17-18	18-19
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 2018-19)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2016-17 California State University Expository Reading, Writing and Course Adopted 2012-13 Hampton Brown: Edge Adopted 2014-15 Pearson Literature Adopted 2016-17 AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005 McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12
	Houghton Mifflin: Pre-Calculus Adopted 2006-07
	Houghton Mifflin - Calculus Adopted 2009-2010
	Carnegie - Integrated Math 1 Adopted 2014-2015
	Carnegie - Integrated Math 2 Adopted 2015-2016
	Carnegie Learning Integrated Math 3 Adopted 2016-2017
	Pearson Education - Trigonometry Adopted 2009-2010
	W.H. Freeman and Co - Senior Math Adopted 2009-2010
	W.H. Freeman - Practice of Statistics Adopted 09-10
	Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05
	InnovEd - Enhanced Math Class (online only) Adopted 2016-17
	AP Math WH Freeman - Practice of Statistics 2009-2010
	The textbooks listed are from most recent adoption: Yes
Percent of students lacking their own assigned textbook: 0%	

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	W.H. Freeman & Co.- Botany Adopted 2007-2008
	McGraw-Hill - Zoology Adopted 2007-2008
	McDougal Littell - Biology Adopted 2007-2008
	Perrson Prentice Hall - Physics Adopted 2007-2008
	Prentice Hall - Chemistry Adopted 2007-2008
	Holt, Rinhart & Winston - Environmental Science Adopted 2007-2008
	McGraw-Hill - Earth Science Adopted 2007-2008
	John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008
	Thomson/Delmar - Agriscience Adopted 2009-10
	Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05
	AP Science Pearson - AP Biology 2012-2013
	Pearson - AP Psychology 2010-2011
	Houghton Mifflin - AP Chemistry 2007-2007
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0%	

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>McDougal Littell - World Geography Adopted 2006-2007</p> <p>Glencoe - United States Government Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart & Winstron - American Anthem Adopted 2006-2007</p> <p>Glencoe - Economics Adopted 2006-2007</p> <p>Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Social Science Pearson Education - Government In America 2006-2007</p> <p>Houghton Mifflin - The American Pageant 2006-2007</p> <p>McGraw Hill - Traditions and Encounters 2006-2007</p> <p>McGraw Hill - Macro Economics</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017</p> <p>EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe McGraw Hill - Health Adopted 2004-2005</p> <p>Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The C.L.A.S.S. facility is designed to meet the needs of a hybrid Independent Study program. Classroom space is shared by teachers to best serve our students, all math courses are taught using Direct Instruction therefore are stand alone classes. The library is used to store/check out textbooks, free reading novels and other curriculum. The facility was built in 1994 and is in excellent condition. The custodian is on site five evenings a week allowing her to clean without interrupting classes. The custodian and Director work closely with the District, ensuring the grounds are maintained and kept in pristine condition. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At C.L.A.S.S., repairs completed or planned include repair of interior surfaces (ceiling tiles). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 3/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	24.0	22.0	40.0	44.0	48.0	50.0
Math	2.0	3.0	28.0	31.0	37.0	38.0

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

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	77	91.67	22.08
Male	30	28	93.33	14.29
Female	54	49	90.74	26.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	53	50	94.34	16.00
White	18	14	77.78	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	62	92.54	17.74
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	**	**	**
9	31.2	6.2	6.2

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

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	77	90.59	2.6
Male	32	28	87.5	3.57
Female	53	49	92.45	2.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	53	50	94.34	2
White	19	14	73.68	7.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	63	91.3	1.59
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.

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 2018-19)

Central Unified School District's Child Welfare and Attendance Office (CWA) review all requests for placement at C.L.A.S.S. The review board looks at many factors during their parent meeting and students are not enrolled without approval from CWA. Referred students and their parent/guardian are required to attend an orientation/registration, which is held by appointment that includes assessment and class placement. The orientation process ends with a student/parent counseling session that includes reviewing assessment results, academic planning, and career goals. During the counseling session, academic and vocational goals are discussed as well as the independent learning environment. Each student is then assigned a qualified instructor and their weekly appointment day and time is set. Parents are required to attend the first teacher appointment.

The staff encourages parents to maintain weekly communication either by phone or e-mail. At the start of each new semester, continuing students and their parents/guardian meet with their teacher to review progress, discuss career focus, and to individualize their academic plan for the new semester. During these meetings teachers share their direct phone number to their desk and email address. Keeping parents connected to school is simplified when they can email or make a phone call.

Parents are invited to meet with the counselor to discuss available academic programs to expand the choice of electives and courses available through adult education. These elective courses include Employment Preparation, Auto Body Collision Repair, Nurse Assistant Training Program, and Computer Applications. With the addition of the home school liaison, parents are invited to attend parenting classes that cover a wide variety of topics that support communication and the growth of their child.

Parent Involvement Contact: Ms. Leah Jo Spate, lspate@centralusd.k12.ca.us

Parent Involvement Phone Number: 559-276-5230

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.

School Safety Plan

Starting at the beginning of the school year, all staff members participate in regular fire and emergency evacuation drills. To keep all staff updated school safety is an ongoing topic at weekly administrative, classified, and planning meetings, as well as monthly teacher meetings. Throughout the year the Site Emergency Response Plan is reviewed and up-dated starting in August. Surveillance cameras are installed at the site.

The Site Emergency Response Plan is revised and approved by the School Site Council on December 14, 2018. This includes removing staff names that are no longer on site, inputting with those who have replaced them and making any revisions

During an all staff meeting, Run-Hide-Act training is presented to the staff to keep in line with the latest updates and training.

In January there is an afternoon where all staff review the school Safety Plan and procedures. They break-out into their assigned teams and review all responsibilities and protocol if an emergency occurs.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.11
Nurse	0.20
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.20
Average Number of Students per Staff Member	
Academic Counselor	218

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	6.0	27.0	6.0	34	2	32		4			1	
Mathematics	8.0	8.0	4.0	15	17	48						
Science	6.0	15.0	5.0	20	7	24						
Social Science	5.0	26.0	6.0	36	2	33		4			1	

* 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.

Professional Development provided for Teachers

Teachers and staff participate in professional development provided by our district office, outside presenters and our PLC's. All professional development is specific to student learning and the District's Guiding Principles. The weekly PLC is an example of professional development that is yearlong. The focus of the PLC 2018-19 school year continues to be Common Core State Standards (CCSS) with the addition of embedded College and Career Readiness Standards (CCRS) within all content areas. This has included creating new lessons using CCSS/CCRS in English, Social Studies and Science. These lessons are reviewed by all teachers and revised as needed. Technology for the blended classroom has been implemented and will continue to be an area of growth. This includes, but not limited to, Google products and lesson design. Our leadership team convenes bi-weekly and discusses teacher needs and future training both on and off site.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

LCFF funds support a Home School Liaison (HSL). The Home School Liaison assists the site with communication from home to school. Additionally, the HSL will support parent needs through parenting classes. Funds are also used for tutorial hours in the areas of ELA and Math. Additional funds are used in technology support with students & staff as well as professional development for staff.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central Learning Adult/Alternative	2014-15	2015-16	2016-17
Dropout Rate	30.1	27.4	12.5
Graduation Rate	50.4	41.9	47.1
Central Unified School District	2014-15	2015-16	2016-17
Dropout Rate	7.6	8.8	6.0
Graduation Rate	84.4	82.9	85.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,403.17	\$23.18	\$7,379.99	\$76,532.40
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-22.1	9.1
Percent Difference: School Site/ State			-44.0	-4.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	60.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	73.2	86.8	88.7
Black or African American	60.0	82.8	82.2
American Indian or Alaska Native	0.0	71.4	82.8
Asian	83.3	85.5	94.9
Filipino	0.0	80.0	93.5
Hispanic or Latino	79.4	87.4	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	61.3	88.0	92.1
Two or More Races	50.0	91.7	91.2
Socioeconomically Disadvantaged	75.4	87.8	88.6
English Learners	66.7	43.0	56.7
Students with Disabilities	0.0	54.3	67.1
Foster Youth	0.0	41.7	74.1

Career Technical Education Programs

No CLASS students were enrolled in CTE independent study courses.

DataQuest

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

Internet Access

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