# Central Learning Alternative School Site (CLASS) 

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

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# 2015-16 School Accountability Report Card Published During the 2016-17 School Year 

Central Unified School District 4605 North Polk Ave. Fresno, CA 93722 (559) 274-4700 www.centralunified.org

## District Governing Board

Mr.Cesar Granda, Area 1
Mr. Ruben Coronado, Area 2
Mr. Phillip Cervantes, Area 3
Mr. Richard Atkins, Area 4
Mr. Richard A. Solis, Area 5 Mrs. Terry Cox, Area 6 Mr. Rama Dawar, Area 7

District Administration
Mr. Mark G. Sutton Superintendent Dr. Laurel Ashlock
Assistant Superintendent, Chief Academic Officer Mr. Kelly Porterfield
Assistant Superintendent, Chief Business Officer Mrs. Ketti Davis Assistant Superintendent, Professional Development Mr. Jack Kelejian
Assistant Superintendent, Human Resources
Mrs. Andrea Valadez
Administrator, Special Education \& Support Service Mr. Paul Birrell
Director, 7-12 \& Adult Education Dr. Tami Boatright Director, K-8 Education

## School Description

Central Learning Alternative School Site (C.L.A.S.S.) is an alternative high school located on a campus it shares with the adult school. The high school uses the west wing while the adult school uses the east wing of the building. C.L.A.S.S. is WASC accredited, receiving a "six-year" accreditation in August 2013.
C.L.A.S.S. is a hybrid independent study program that incorporates Direct Instruction into the traditional independent study model. One mandatory weekly meeting is scheduled for all students. Math courses are scheduled two days per week and math/reading support are scheduled according to individual needs. Instructors use District adopted curriculum as they teach to California Standards in all courses of study. New lessons have been created using Common Core State Standards (CCSS). Teachers continue to build lessons around CCSS as we move from the California Standards to CCSS.

Students are encouraged to attend more than their assigned day as the rigor of the curriculum is not compromised in the lessons. It is not uncommon for students to attend three days a week thus staying on track to graduate.

Our students enroll for many reasons including poor attendance, failing in a traditional school setting, medical issues, moving into the district late or family request. Whatever the reason, there is a teacher and support team ready to see graduation is a reality and not just a hope.

Students take exams on the previous week's work, and they must pass with a score of $70 \%$ or higher. Passing with a $70 \%$ or higher is one method in validating that they mastered the lesson before they move to their next lesson. Students are expected to earn two credits a week as they progress towards their high school diploma. Staff monitors student credits each week and contact home if the student is not staying up with their credit completion. Progress reports are sent home at the quarter, and final grades are recorded at the end of each semester.

The staff at C.L.A.S.S. understands many of our students arrive with gaps in their learning and had hurdles in their education. We embrace these challenges and truly believe "every student can learn". Our Mission Statement reflexes the belief system at C.L.A.S.S.

CENTRAL LEARNING ALTERNATIVE SCHOOL
Every student is prepared for success in college, career development, and community involvement

## 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

| 2015-16 Student Enrollment by Grade Level |  |
| :--- | :---: |
| Grade Level | Number of Students |
| Grade 5 | 2 |
| Grade 6 | 1 |
| Grade 7 | 4 |
| Grade 8 | 5 |
| Grade 9 | 16 |
| Grade 10 | 30 |
| Grade 11 | 53 |
| Grade 12 | 117 |
| Total Enrollment | 228 |


| 2015-16 Student Enrollment by Group |  |
| :--- | :---: |
| Group | Percent of Total Enrollment |
| Black or African American | 11 |
| American Indian or Alaska Native | 0.4 |
| Asian | 3.5 |
| Filipino | 0.4 |
| Hispanic or Latino | 61 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 22.8 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 54.8 |
| English Learners | 10.1 |
| Students with Disabilities | 9.6 |
| Foster Youth | 0.9 |

## A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Alternative School Site | $14-15$ | $15-16$ | $16-17$ |
| With Full Credential | 11 | 11 | 12 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Central Unified School District | $14-15$ | $15-16$ | $16-17$ |
| With Full Credential | $\uparrow$ | $\uparrow$ | 737 |
| Without Full Credential | $\uparrow$ | $\downarrow$ | 0 |
| Teaching Outside Subject Area of Competence | $\bullet$ | $\bullet$ | 0 |


| Teacher Misassignments and Vacant Teacher Positions at this School |  |  |  |
| :--- | :---: | :---: | :---: |
| Central Learning Alternative | $14-15$ | $15-16$ | $16-17$ |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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.


## Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects <br> Core Academic Classes Taught by Highly Qualified Teachers |  |  |
| :--- | :---: | :---: |
| Location of Classes | Taught by Highly <br> Qualified Teachers | Not Taught by Highly <br> Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide |  |  |
| All Schools | 95.8 | 4.2 |
| High-Poverty Schools | 95.8 | 4.2 |
| Low-Poverty Schools | 0.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
C.L.A.S.S. like all other schools in the District is required to do a self audit ensuring that we are in compliance with the Williams Act. This prepares our campus when Fresno County Office of Education sends out personnel checking to see we are meeting the Williams Act requirements. The C.L.A.S.S. staff participates with other District personnel in selecting the publisher with new adoptions. C.L.A.S.S. textbooks are from the latest adoption cycle. Every student has access to the text they are using in their course of study. Textbooks are cataloged and checked out through the school library. Students take the assigned name of the textbook they received from their teacher and the library tech checks the text out to them. When they have completed their assigned credits in the specific subject area they return the textbook back to the library.


Textbooks and Instructional Materials
Year and month in which data were collected: September 2016

## Core Curriculum Area

## Textbooks and Instructional Materials/Year of Adoption

Science

```
Prentice Hall - Physical Science 8
Adopted 2007-2008
Scott Foresman - Science K-6
Adopted 2007-2008
Prentice Hall - Life Science 7
Adopted 2007-2008
McGraw-Hill - Earth Science
Adopted 2007-2008
Prentice Hall - Chemistry
Adopted 2007-2008
Holt, Rinehart & Winston - Environmental Science
Adopted 2007-2008
Prentice Hall - Life Science 7
Adopted 2007-2008
Pearson Prentice Hall - Physics
Adopted 2007-2008
John Wiley and Sons - Anatomy & Physiology
Adopted 2007-2008
W.H. Freeman & Co. - Botany
Adopted 2007-2008
Mc-Graw-Hill - Zoology
Adopted 2007-2008
McDougal Little - Biology
Adopted 2007-2008
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 2016 |  |
| :---: | :---: |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| History-Social Science | McDougal Littell - World Geography -9 <br> Adopted 2006-2007 <br> Holt, Rinehart \& Winston - American Anthem - 11 <br> Adopted 2006-2007 <br> Holt, Rinehart \& Winston - 7-8 <br> Adopted 2006-2007 <br> Houghton Mifflin - K-6 <br> Adopted 2006-2007 <br> Glencoe - U.S. Government - 12 <br> Adopted 2006-2007 <br> McDougal Littell - Modern World History 10 <br> Adopted 2006-2007 <br> Glencoe - Economics - 12 <br> Adopted 2006-2007 <br> The textbooks listed are from most recent adoption: Yes <br> Percent of students lacking their own assigned textbook: 0\% |
| Foreign Language | EMC Paradigm- Accion (Adopted 05-06) <br> The textbooks listed are from most recent adoption: Yes <br> Percent of students lacking their own assigned textbook: 0\% |
| Health | Glencoe McGraw Hill - Health 9 Adopted 2004-2005 |

## 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. Students also use the library as a quiet place to study and take exams. The Career Center is another area students can use to study and have access to technology anytime school is in session. The Career Technician meets with students providing information and supporting students as they prepare for life after graduation. This support includes college applications, financial aid information, seeking employment, or for many, learning how to access on line applications. 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 counselor oversees the School Safety Plan and meets with Safety Teams to review and revise the plan, keeping the campus a safe facility for students, staff and visitors.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| System Inspected | Repair Status |  |  | Repair Needed and Action Taken or Planned |
|  | Good | Fair | Poor |  |
| Systems: <br> Gas Leaks, Mechanical/HVAC, Sewer | X |  |  |  |
| Interior: <br> Interior Surfaces |  | X |  | Stained ceiling tiles (work order submitted) |
| Cleanliness: <br> Overall Cleanliness, Pest/ Vermin Infestation | X |  |  |  |
| Electrical: <br> Electrical | X |  |  |  |
| Restrooms/Fountains: <br> Restrooms, Sinks/ Fountains |  | X |  | Faucet leak in restroom. Low flow on drinking fountain |


| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| System Inspected | Repair Status |  |  |  | Repair Needed and Action Taken or Planned |
|  | Good |  | Fair | Poor |  |
| Safety: <br> Fire Safety, Hazardous Materials | X |  |  |  | Pesticides are present in office. Burned candle in lounge. Plug in candle warmer |
| Structural: <br> Structural Damage, Roofs | X |  |  |  |  |
| External: <br> Playground/School Grounds, Windows/ Doors/Gates/Fences | X |  |  |  | Cement planter is broken in parking lot. |
| Overall Rating | Exemplary | Good | Fair | Poor |  |
|  |  | X |  |  |  |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2015-16 CAASPP Results for All Students |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Percent of Students <br> Meeting or Exceeding the State Standards <br> (grades 3-8 and 11) |  |  |  |  |  |  |
|  | School |  | District |  | State |  |  |
|  | $14-15$ | $15-16$ | $14-15$ | $15-16$ | $14-15$ | $15-16$ |  |
| ELA | 19 | 20 | 31 | 39 | 44 | 48 |  |
| Math | 1 | 3 | 22 | 26 | 34 | 36 |  |

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

| CAASPP Results for All Students - Three-Year Comparison |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |  |  |  |  |  |  |  |  |
|  | School |  |  | District |  |  | State |  |  |
|  | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 12 | 11 | 22 | 48 | 41 | 41 | 60 | 56 | 54 |

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.


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.

| 2015-16 CAASPP Results by Student Group <br> Science (grades 5, 8, and 10) |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Group | Number of Students |  | Percent of Students |  |
|  | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
|  | 66 | 60 | 90.9 | 21.7 |
| Male | 29 | 24 | 82.8 | 25.0 |
| Female | 37 | 36 | 97.3 | 19.4 |
| Hispanic or Latino | 44 | 40 | 90.9 | 20.0 |
| White | 14 | 14 | 100.0 | 21.4 |
| Socioeconomically Disadvantaged | 41 | 37 | 90.2 | 16.2 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | Grade | Number of Students |  | Percent of Students |  |
|  |  | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 84 | 70 | 83.3 | 14.5 |
| Male | 11 | 37 | 30 | 81.1 | 10.0 |
| Female | 11 | 47 | 40 | 85.1 | 17.9 |
| Hispanic or Latino | 11 | 50 | 42 | 84.0 | 9.5 |
| White | 11 | 23 | 20 | 87.0 | 26.3 |
| Socioeconomically Disadvantaged | 11 | 54 | 46 | 85.2 | 13.0 |

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 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.

| School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | Grade | Number of Students |  | Percent of Students |  |
|  |  | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 84 | 68 | 81.0 | 1.5 |
| Male | 11 | 37 | 30 | 81.1 |  |
| Female | 11 | 47 | 38 | 80.8 | 2.6 |
| Hispanic or Latino | 11 | 50 | 41 | 82.0 |  |
| White | 11 | 23 | 19 | 82.6 | 5.3 |
| Socioeconomically Disadvantaged | 11 | 54 | 45 | 83.3 |  |

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 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.

## C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
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 evening or day Orientation/Registration which is held weekly followed by a three day enrollment process. Mr. Eaton, our Guidance Counselor, facilitates the process, which includes assessments in reading, writing and mathematics. 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 invited, and encouraged 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, Certified Nursing Assistant, 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.

Contact information for parent involvement: Dr. Jose Reyes, josereyes@centralusd.k12.ca.us, 559-276-5230

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 School Safety Plan is reviewed and up-dated starting in August. Surveillance cameras are installed at the site.

The School Safety Plan is revised in September. 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 | $2013-14$ | $2014-15$ | $2015-16$ |
| Suspensions Rate | 0.6 | 0.0 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | $2013-14$ | $2014-15$ | $2015-16$ |
| Suspensions Rate | 6.0 | 5.6 | 7.4 |
| Expulsions Rate | 0.5 | 0.3 | 0.4 |
| State | $2013-14$ | $2014-15$ | $2015-16$ |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| 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.

| 2016-17 Federal Intervention Program |  |  |
| :--- | :---: | :---: |
| Indicator | School | District |
| Program Improvement Status |  | In PI |
| First Year of Program Improvement |  | $2008-2009$ |
| Year in Program Improvement |  | Year 3 |
| Number of Schools Currently in Program Improvement | 11 |  |
| Percent of Schools Currently in Program Improvement | 91.7 |  |


| 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 | 0.60 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist | 1.00 |
| Other | 0.00 |
| Average Number of Students per Staff Member |  |
| Academic Counselor | 212 |

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 (Elementary) |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Average Class Size |  |  | Number of Classrooms* |  |  |  |  |  |  |  |  |
|  |  |  |  | 1-20 |  |  | 21-32 |  |  | 33+ |  |  |
|  | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| 1 | 1 |  |  | 1 |  |  |  |  |  |  |  |  |
| 4 | 1 |  |  | 1 |  |  |  |  |  |  |  |  |
| 5 | 3 |  |  | 1 |  |  |  |  |  |  |  |  |
| 6 | 1 |  |  | 1 |  |  |  |  |  |  |  |  |


| Average Class Size and Class Size Distribution (Secondary) |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Average Class Size |  |  | Number of Classrooms* |  |  |  |  |  |  |  |  |
|  |  |  |  | 1-22 |  |  | 23-32 |  |  | 33+ |  |  |
| Subject | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 30 | 23 | 23 | 2 | 5 | 5 | 3 | 2 | 2 | 5 | 3 | 3 |
| Mathematics | 12 | 9 | 9 | 12 | 16 | 16 | 2 |  |  |  |  |  |
| Science | 28 | 26 | 26 | 4 | 3 | 3 |  |  |  | 2 | 2 | 2 |
| Social Science | 24 | 19 | 19 | 7 | 9 | 9 | 3 | 5 | 5 | 6 | 2 | 2 |

* 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. 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 2016-17 continues to be Common Core State Standards (CCSS) with the addition of embedded College and Career Readiness Standards (CCRS). 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 a PD/PL area of growth. This includes but not limited to Google products and lesson design.

| FY 2014-15 Teacher and Administrative Salaries |  |  |  |
| :--- | :---: | :---: | :---: |
| Category | District <br> Amount | State Average for <br> Districts In Same <br> Category |  |
| Beginning Teacher Salary | $\$ 42,763$ | $\$ 44,958$ |  |
| Mid-Range Teacher Salary | $\$ 61,731$ | $\$ 70,581$ |  |
| Highest Teacher Salary | $\$ 81,368$ | $\$ 91,469$ |  |
| Average Principal Salary (ES) | $\$ 97,728$ | $\$ 113,994$ |  |
| Average Principal Salary (MS) | $\$ 102,715$ | $\$ 120,075$ |  |
| Average Principal Salary (HS) | $\$ 109,802$ | $\$ 130,249$ |  |
| Superintendent Salary | $\$ 201,759$ | $\$ 218,315$ |  |
| Percent of District Budget |  |  |  |
| Teacher Salaries | $33 \%$ | $38 \%$ |  |
| Administrative Salaries | $5 \%$ | $5 \%$ |  |

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

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Level | Expenditures Per Pupil |  |  | Average <br> Teacher <br> Salary |
|  | Total | Restricted | Unrestricted |  |
| School Site | \$5,794.89 | \$1.94 | \$5,792.95 | \$79,431.25 |
| District | - | - | \$7,062.53 | \$69,563.60 |
| State | * | * | \$5,677 | \$74,216 |
| Percent Difference: School Site/District |  |  | -18.0 | 14.2 |
| Percent Difference: School Site/ State |  |  | 2.0 | 7.0 |

* Cells with do not require data.


## Types of Services Funded

LCAP fund support both an English Learner Liaison and Home School Liaison. The ELL supports English Learner by planning academic pathways for re designation and overall support fro students. The Home School Liaison will assist 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. Theses include technology support with students and staff, PD for staff and overseeing our tablet technology is current.ELL support is supported through Achieve 3000 which is a literacy program aimed to increase fluency, comprehension and stamina. General support services include Studentnest which is aimed to supporting students with online and face to face intervention.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |  |  |  |
| :--- | :---: | :---: | :---: |
| Central Learning Alternative School | $\mathbf{2 0 1 1 - 1 2}$ | $2013-14$ | $2014-15$ |
| Dropout Rate | 11.80 | 10.50 | 7.60 |
| Graduation Rate | 79.56 | 81.29 | 84.38 |
| Central Unified School District | $2011-12$ | $2013-14$ | $2014-15$ |
| Dropout Rate | 11.80 | 10.50 | 7.60 |
| Graduation Rate | 79.56 | 81.29 | 84.38 |
| California | $2011-12$ | $2013-14$ | $2014-15$ |
| Dropout Rate | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |


| Career Technical Education Participation |  |
| :--- | :---: |
| Measure | CTE Program <br> Participation |
| Number of pupils participating in CTE | 0 |
| \% of pupils completing a CTE program and earning <br> a high school diploma | $0 \%$ |
| \% of CTE courses sequenced or articulated between <br> the school and institutions of postsecondary <br> education | $0 \%$ |


| Courses for University of California (UC) <br> and/or California State University (CSU) Admission |  |
| :--- | :---: |
| UC/CSU Course Measure | Percent |
| 2015-16 Students Enrolled in Courses Required <br> for UC/CSU Admission | 79.83 |
| 2014-15 Graduates Who Completed All Courses <br> Required for UC/CSU Admission | 5.7 |

* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses |  |  |
| :--- | :---: | :---: |
| Subject | Number of <br> AP Courses <br> Offered* | Percent of <br> Students In <br> AP Courses |
| Computer Science |  |  |
| English |  |  |
| Fine and Performing Arts |  |  |
| Foreign Language |  |  |
| Mathematics |  |  |
| Science |  |  |
| Social Science |  |  |
| All courses |  |  |


| Completion of High School Graduation Requirements |  |  |  |
| :--- | :---: | :---: | :---: |
| Group | Graduating Class of 2015 |  |  |
|  | School | District | State |
| All Students | 83 | 85 | 86 |
| Black or African American | 44 | 78 | 78 |
| American Indian or Alaska Native | 100 | 80 | 78 |
| Asian | 100 | 87 | 93 |
| Filipino | 0 | 100 | 93 |
| Hispanic or Latino | 87 | 86 | 83 |


| Completion of High School Graduation Requirements |  |  |  |
| :--- | :---: | :---: | :---: |
| Group | Graduating Class of 2015 |  |  |
|  | School | District | State |
| Native Hawaiian/Pacific Islander | 100 | 100 | 85 |
| White | 86 | 88 | 91 |
| Two or More Races | 100 | 89 | 89 |
| Socioeconomically Disadvantaged | 48 | 58 | 66 |
| English Learners | 56 | 52 | 54 |
| Students with Disabilities | 98 | 100 | 78 |

## 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 http://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.

