Central Learning Adult/Alternative School Site (CLASS)

2698 North Brawley Avenue • Fresno, CA 93722 • (559) 276-5230 • Grades K-12
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Central Unified School District
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District Governing Board

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Mr. Phillip Cervantes, Area 3

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District Administration

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Superintendent

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Assistant Superintendent, Educational Services

Mr. Jack Kelejian
Assistant Superintendent, Human Resources

Mr. Steve McClain
Assistant Superintendent, Chief Business Officer

Mr. David Paliughi
Administrator, Special Education & Support Service

Dr. Tami Boatright
Area Administrator

Mr. Geoff Garrett
Area Administrator

Mr. Robert Perez
Area Administrator

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 requests. 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 weekly. 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 to 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 a focus on student learning. Progress reports are sent home at the quarter, and final grades are recorded at the end of each semester.

2020-2021 begins Year VI within the Positive Behavior Interactions and Supports (PBIS) model. In 2018 the school received the Gold Award and continues to implement the PBIS strategies. Additionally, PBIS allows C.L.A.S.S. to change the school's culture by making it more appealing and inviting.

Eligible students can easily enroll in Career Technical Education programs, including computer technology courses, Nursing Assistant Training Program, ROP Auto Body Collision Repair, Business Technology, 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 3	2
Grade 4	3
Grade 5	1
Grade 7	5
Grade 8	7
Grade 9	16
Grade 10	33
Grade 11	55
Grade 12	84
Total Enrollment	210

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1
Asian	2.4
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	0.5
White	15.7
Two or More Races	0.5
Socioeconomically Disadvantaged	79
English Learners	4.8
Students with Disabilities	12.4
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Central Learning	18-19	19-20	20-21
With Full Credential	10	10	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	710
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Central Learning Adult/Alternative School Site (CLASS)

Indicator	18-19	19-20	20-21
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 2020-21)

CCentral 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 reviews 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 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders Adopted 2017-18 McGraw Hill Wonders ELD component Adopted 2017-18 Amplify Adopted 2017-18 Amplify ELD component Adopted 2017-18 Pearson: My Perspective (9-12) Adopted 2016-17 California State University Expository Reading, Writing and Course Adopted 2012-13 Hampton Brown: Edge Adopted 2014-15 Pearson ELD component Adopted 2018-2019 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Pearson Envisions K-6 Adopted 2016-17 Carnegie Learning Math Course (7-8) Adopted 2014-15 Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12 Houghton Miffilin: 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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Carnegie Learning Integrated Math 3 Adopted 2016-2017 Discovery Education Integrated Math 9-12 Adopted 2019-2020 Pearson Education - Trigonometry Adopted 2009-2010 W.H. Freeman and Co - Senior Math Adopted 2009-2010 Lampo Licensing: Ramsey Foundations in Personal Finance Adopted 2018-2019 W.H. Freeman - Practice of Statistics Adopted 09-10 Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05 Lampo Licensing: Ramsey Foundations in Personal Finance Adopted 2018-2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Discovery Science (K-6) Adopted 2019-20 McGraw Hill Inspire Science (7-8) W.H. Freeman & Co.- Botany Adopted 2007-2008 McGraw-Hill - Zoology Adopted 2007-2008 McGraw Hill Inspire Science 7-8 Adopted 2019-2020 HMH LIving Earth HMH Chemistry and the Earth System HMH Physics in the Universe Adopted 2019-2020 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton Mifflin Social Science Adopted 2006-07

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	National Geographic World History- Medieval and Early Modern Times - Student Edition (Grade 7) National Geographic U S History - American Stories Beginning To World War I - Student Edition (Grade 8) Adopted 2018-2019 TCI/ Geography Alive! Regions and People (Grade 9) Adopted 2018-2018 McGraw Hill Impact World History Culture and Geography (Grade 10) McGraw Hill Impact United States History & Geography (Grade 11) McGraw Hill Impact Principles of Economics (Grade 12) McGraw Hill Impact Principles of American Democracy (Grade 12) Adopted 2018-2019 Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017 EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Glencoe McGraw Hill - Health Adopted 2004-2005 Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17

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. The facility was built in 1993.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey tool (FIT). A work order process is used to ensure efficient service and that emergency repairs are given a high priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: April 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repair ceiling tiles as needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Replace light bulb.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Replace broken floor tiles and exhaust fan. Some restrooms, sink faucets were not clean.
Safety: Fire Safety, Hazardous Materials	Fair	Replace missing fire extinguishers as needed. Evacuation maps not posted.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Window screen missing. Facia paint peeling. Broken planter.
Overall Rating	**Good**	Work orders were submitted to address repairs or corrective action was taken.

B. Pupil Outcomes

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	28	N/A	44	N/A	50	N/A
Math	2	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	7	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Central Unified School District's Child Welfare and Attendance Office (CWA) reviews 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/guardians 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 email. At the start of each new semester, continuing students and their parents/guardian meet with their teacher to review progress, discuss career focus, and individualize their academic plan for the new semester. During these meetings, teachers share their direct phone numbers to their desks and email address. Keeping parents connected to school is simplified when they can email or make a phone call. CLASS also uses the Remind app and ParentSquare to communicate with families.

Parents are invited to meet with the counselor to discuss available academic programs. 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 their child's growth.

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 (School Year 2020-2021)
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 annually by the School Site Council. 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. Annually, all staff reviews the School Safety Plan and procedures. They break-out into their assigned teams and review all responsibilities and protocol if an emergency occurs.

Our staff was trained, and received a digital copy of the plan on August 31, 2020. The School Safety Plan was approved on October, 16, 2020, at our Quarter 1 School Site Council meeting. We conducted Run/Hide/Act training on October, 26, 2020. The principal's secretary completed an two-way radio inventory on September, 8, 2020.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	6.0	7.1	3.5	3.5
Expulsions	0.0	0.0	0.4	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	5.1	
Expulsions	0.0	0.3	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	210

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	1

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Other**									10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	6	32			7	28			6	37		
Mathematics	4	48			14	9		2	3	43		
Science	5	24			4	24			4	27		
Social Science	6	33			7	26		1	5	43		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	32

Teachers and staff participate in professional development provided by our district office, outside presenters and our Professional Learning Communities (PLCs). 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 during the 2019-20 school year was on the Common Core State Standards (CCSS) with the addition of embedded College and Career Readiness Standards (CCRS) within all content areas. This included creating new lessons using CCSS/CCRS in English, Social Studies and Science.These lessons are reviewed by all teachers and revised as needed. The focus for 2020-21 included last year's topics, plus added discussions on the evaluation of our distance learning plan and the implementation and training in the use of Edgnuity. 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 site leadership team convenes monthly and discusses teacher needs and future training both on and off-site. We also have a WASC Accreditation visit this year and have been preparing for this since spring 2019.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,767	$52,484
Mid-Range Teacher Salary	$72,104	$81,939
Highest Teacher Salary	$94,157	$102,383
Average Principal Salary (ES)	$111,980	$129,392
Average Principal Salary (MS)	$117,866	$136,831
Average Principal Salary (HS)	$121,280	$147,493
Superintendent Salary	$200,000	$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	34.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,862.61	$62.54	$7,800.08	$83,357.80
District	N/A	N/A	$10,000.24	$76,017
State	N/A	N/A	$7,750	$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.7	9.2
School Site/ State	0.6	-1.5

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

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 conducts regularly scheduled parent workshops. These workshops cover a variety of topics, including effective study skills, the importance of regular communication with school personnel, and where to find additional support in addition to the school. Funds are also used for tutorial hours in the areas of ELA and Math. Additional funds are used in technology support with students & staff to assist in the success of distance learning. We have purchased items for students such as ear buds and mice. Staff has received printers, ink, and headphones. CLASS has also used LCFF funds to purchase high interest reading materials for our student library.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Central Learning Adult/Alternative School Site (CLASS)	2016-17	2017-18	2018-19
Dropout Rate	12.5	13.2	20.8
Graduation Rate	47.1	42.5	53.5

Rate for Central Unified School District	2016-17	2017-18	2018-19
Dropout Rate	6	5	6.4
Graduation Rate	85.8	86	86.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	90.96
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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).

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.