

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Central Learning Alternative School Site (CLASS)
<b>Street</b>	2698 N. Brawley
<b>City, State, Zip</b>	Fresno, CA 93722
<b>Phone Number</b>	(559) 276-5230
<b>Principal</b>	Jose Reyes
<b>E-mail Address</b>	josereyes@centralusd.k12.ca.us
<b>School Website</b>	cl.centralunified.org
<b>CDS Code</b>	10-73965-1030386
<b>School Logo</b>	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### **School Description and Mission Statement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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

### **Opportunities for Parental Involvement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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 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 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.

Parent Involvement Contact: Dr. Jose Reyes, [josereyes@centralusd.k12.ca.us](mailto:josereyes@centralusd.k12.ca.us),  
Parent Involvement Phone Number: 559-276-5230

### **School Safety Plan (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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 September 5, 2017. 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.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/14/2017

This section should be kept to 1-2 paragraphs.

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.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ceiling tiles have stain.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			Ballast out. Exhaust fan not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Burned candle.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cement planter is broken. Window screen missing. Trip hazard on walkway.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

## Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	11	9	9	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1.00	226
<b>Counselor (Social/Behavioral or Career Development)</b>	0.20	♦
<b>Library Media Teacher (Librarian)</b>	0.00	♦
<b>Library Media Services Staff (paraprofessional)</b>	1.00	♦
<b>Psychologist</b>	0.20	♦
<b>Social Worker</b>	0.00	♦
<b>Nurse</b>	0.20	♦
<b>Speech/Language/Hearing Specialist</b>	0.00	♦
<b>Resource Specialist (non-teaching)</b>	0.00	♦
<b>Other</b>	0.20	♦

♦ means data is not required. The fields are intentionally not provided.

## Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

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 review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Pearson: My Perspective (9-11) Adopted 2016-17</p> <p>California State University Expository Reading, Writing and Course Adopted 2012-13</p> <p>Hampton Brown: Edge Adopted 2014-15</p> <p>Pearson Literature Adopted 2016-17</p> <p>AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005</p> <p>McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12</p> <p>Houghton Mifflin: Pre-Calculus Adopted 2006-07</p> <p>Houghton Mifflin - Calculus Adopted 2009-2010</p> <p>Carnegie - Integrated Math 1 Adopted 2014-2015</p> <p>Carnegie - Integrated Math 2 Adopted 2015-2016</p> <p>Carnegie Learning Integrated Math 3 Adopted 2016-2017</p> <p>Pearson Education - Trigonometry Adopted 2009-2010</p> <p>W.H. Freeman and Co - Senior Math Adopted 2009-2010</p> <p>W.H. Freeman - Practice of Statistics Adopted 09-10</p> <p>Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05</p> <p>InnovEd - Enhanced Math Class (online only) Adopted 2016-17</p> <p>AP Math WH Freeman - Practice of Statistics 2009-2010</p>	<p>Yes</p>	<p>0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>W.H. Freeman &amp; Co.- Botany Adopted 2007-2008</p> <p>McGraw-Hill - Zoology Adopted 2007-2008</p> <p>McDougal Littell - Biology Adopted 2007-2008</p> <p>Perrson Prentice Hall - Physics Adopted 2007-2008</p> <p>Prentice Hall - Chemistry Adopted 2007-2008</p> <p>Holt, Rinhart &amp; Winston - Environmental Science Adopted 2007-2008</p> <p>McGraw-Hill - Earth Science Adopted 2007-2008</p> <p>John Wiley &amp; Sons - Anatomy &amp; Physiology Adopted 2007-2008</p> <p>Thomson/Delmar - Agriscience Adopted 2009-10</p> <p>Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Science Pearson - AP Biology 2012-2013</p> <p>Pearson - AP Psychology 2010-2011</p> <p>Houghton Mifflin - AP Chemistry 2007-2007</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<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 &amp; 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>	Yes	0%
<b>Foreign Language</b>	<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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	Glencoe McGraw Hill - Health Adopted 2004-2005  Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17		
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$5,794.89	\$1.94	\$5,792.95	\$79,431.25
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-18.0	14.2
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	2.0	7.0

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

LCFF funds support both an English Learner Liaison (ELL) and Home School Liaison (HSL). The ELL supports English Learner students by planning academic pathways to facilitate re-designation and to provide overall support for EL students. 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. ELL support is supported through Achieve 3000 which is a literacy program aimed to increase fluency, comprehension and stamina. Students are required to log on for 30

minutes each time they come to CLASS.

### **Professional Development (2015-16, 2016-17 and 2017-18)**

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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 2017-18 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.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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No CLASS students were enrolled in CTE independent study courses.

### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	0
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0%
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0%