Central Learning Alternative School Site (CLASS)

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Central Unified School District

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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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	2
Grade 3	1
Grade 4	1
Grade 5	1
Grade 7	3
Grade 8	7
Grade 9	13
Grade 10	24
Grade 11	62
Grade 12	112
Total Enrollment	226

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	7.1
American Indian or Alaska Native	0.4
Asian	2.7
Filipino	0
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0
White	25.2
Two or More Races	1.3
Socioeconomically Disadvantaged	60.6
English Learners	6.2
Students with Disabilities	8.8
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Central Learning Alternative School Site	**15-16**	**16-17**	**17-18**
With Full Credential	11	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Learning Alternative	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2016-17 California State University Expository Reading, Writing and Course Adopted 2012-13 Hampton Brown: Edge Adopted 2014-15 Pearson Literature Adopted 2016-17 AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005 McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	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 Carnegie Learning Integrated Math 3 Adopted 2016-2017 Pearson Education - Trigonometry Adopted 2009-2010 W.H. Freeman and Co - Senior Math Adopted 2009-2010 W.H. Freeman - Practice of Statistics

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	Adopted 09-10 Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05 InnovEd - Enhanced Math Class (online only) Adopted 2016-17 AP Math WH Freeman - Practice of Statistics 2009-2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	W.H. Freeman & Co.- Botany Adopted 2007-2008 McGraw-Hill - Zoology Adopted 2007-2008 McDougal Littell - Biology Adopted 2007-2008 Perrson Prentice Hall - Physics Adopted 2007-2008 Prentice Hall - Chemistry Adopted 2007-2008 Holt, Rinhart & Winston - Environmental Science Adopted 2007-2008 McGraw-Hill - Earth Science Adopted 2007-2008 John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008 Thomson/Delmar - Agriscience Adopted 2009-10 Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05 AP Science Pearson - AP Biology 2012-2013 Pearson - AP Psychology 2010-2011 Houghton Mifflin - AP Chemistry 2007-2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	McDougal Littell - World Geography Adopted 2006-2007 Glencoe - United States Government

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2006-2007 McDougal Littell - Modern World History Adopted 2006-2007 Holt, Rinehart & Winstron - American Anthem Adopted 2006-2007 Glencoe - Economics Adopted 2006-2007 Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05 AP Social Science Pearson Education - Government In America 2006-2007 Houghton Mifflin - The American Pagaent 2006-2007 McGraw Hill - Traditions and Encounters 2006-2007 McGraw Hill - Macro Economics **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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The C.L.A.S.S. facility is designed to meet the needs of a hybrid Independent Study program. Classroom space is shared by teachers to best serve our students, all math courses are taught using Direct Instruction therefore are stand alone classes. The library is used to store/check out textbooks, free reading novels and other curriculum. The facility was built in 1994 and is in excellent condition. The custodian is on site five evenings a week allowing her to clean without interrupting classes. The custodian and Director work closely with the District, ensuring the grounds are maintained and kept in pristine condition.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 06/14/2017**				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles have stain.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Ballast out. Exhaust fan not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Burned candle.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cement planter is broken. Window screen missing. Trip hazard on walkway.
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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	11	22	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.8	12.5	4.2

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

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	20	24	39	40	48	48
Math	3	2	26	28	36	37

* 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 Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	99	93	93.94	23.66
Male	51	49	96.08	24.49
Female	48	44	91.67	22.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	69	66	95.65	22.73
White	22	20	90.91	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.74	22.22
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	99	93	93.94	2.15
Male	51	49	96.08	0
Female	48	44	91.67	4.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	69	66	95.65	3.03
White	22	20	90.91	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.74	1.85
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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,
Parent Involvement Phone Number: 559-276-5230

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

The Site Emergency Response Plan is revised and approved by the School Site Council on 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.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.8	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	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		50

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)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.00
Resource Specialist	0.00
Other	0.20
Average Number of Students per Staff Member	
Academic Counselor	226

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	23	23	6	5	5	34	2	2		3	3	
Mathematics	9	9	8	16	16	15						
Science	26	26	6	3	3	20				2	2	
Social Science	19	19	5	9	9	36	5	5		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'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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,046	$48,522
Mid-Range Teacher Salary	$63,583	$75,065
Highest Teacher Salary	$83,749	$94,688
Average Principal Salary (ES)	$99,912	$119,876
Average Principal Salary (MS)	$105,131	$126,749
Average Principal Salary (HS)	$113,096	$135,830
Superintendent Salary	$190,000	$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,292.09	$33.47	$6,258.63	$74,779.70
District	♦	♦	$7,671.24	$69,635
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-18.4	7.4
Percent Difference: School Site/ State			-4.8	-3.9

* Cells with ♦ do not require data.

Types of Services Funded

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central Learning Alternative School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	30.1	30.1	27.4
Graduation Rate	35.54	50.44	41.88
Central Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	10.5	7.6	8.8
Graduation Rate	81.29	84.38	82.9
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	50.43	81.68	87.11
Black or African American	31.25	74.29	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	89.19	94.42
Filipino	0	100	93.76
Hispanic or Latino	50	81.35	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	50	78.82	90.99
Two or More Races	0	71.43	90.59
Socioeconomically Disadvantaged	18.75	48.48	63.9
English Learners	41.18	51.16	55.44
Students with Disabilities	54.24	88.37	85.45
Foster Youth	100	53.85	68.19

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.