

# Central Online Home School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Central Online Home School
<b>Street</b>	2280 N. Valentine Ave.
<b>City, State, Zip</b>	Fresno, CA 93722
<b>Phone Number</b>	559-276-3140
<b>Principal</b>	Edward Robinson
<b>Email Address</b>	erobinson@centralunified.org
<b>School Website</b>	<a href="https://cohs.centralunified.org/">https://cohs.centralunified.org/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	10 73965 0140269

### 2025-26 District Contact Information

<b>District Name</b>	Central Unified School District
<b>Phone Number</b>	559-274-4700
<b>Superintendent</b>	Dr. Mark Marshall
<b>Email Address</b>	markmarshall@centralusd.k12.ca.us
<b>District Website</b>	www.centralunified.org

### 2025-26 School Description and Mission Statement

Central Online Home School (COHS) is a digital TK–12 program that prepares students for college, career, and community success through rigorous curriculum, engaging instruction, and comprehensive social-emotional support. Grounded in the belief that all students can achieve their fullest potential, COHS delivers standards-aligned instruction through the Edgenuity learning platform, supported by certificated teachers, academic counseling, and strong partnerships with parents and guardians.

Students participate in both asynchronous and synchronous learning experiences, including weekly individual check-ins with their teachers to review progress, set goals, and address academic or social-emotional needs. COHS also provides

## 2025-26 School Description and Mission Statement

synchronous math instruction to strengthen foundational skills, support grade-level learning, and ensure students have access to live, guided practice. In addition, students in K–3 receive daily synchronous instruction, while students in grades 4–12 attend weekly homeroom sessions focused on instructional strategies, social-emotional learning, and peer connection.

To support student success, COHS maintains a tiered re-engagement system for attendance and academic progress and provides targeted intervention for students who need additional skill development. Academic integrity is a core expectation and is reviewed with students annually. The school earned a full six-year WASC accreditation in May 2024.

As an alternative school of choice, COHS offers families a flexible instructional option that requires students to maintain a structured schedule and dedicated learning environment at home. Students are expected to actively engage in coursework, participate in synchronous and asynchronous instruction, attend required state assessments, complete activity/attendance logs, and make steady daily progress toward course completion. Consistent organization, communication, and self-discipline are essential components of student success.

Vision: Central Online Home School prepares students for college, career, and community success by providing a rigorous curriculum, engaging instruction, and student social-emotional support.

Mission: Central Online Home School partners with families to equip students for life's journey.

- Core Values: Relationships Resourceful Self-Reliant

Belief: Stay Curious

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	2
Grade 3	3
Grade 4	6
Grade 5	4
Grade 6	5
Grade 7	5
Grade 8	13
Grade 9	18
Grade 10	26
Grade 11	26
Grade 12	24
<b>Total Enrollment</b>	<b>137</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.3
Male	38.7
American Indian or Alaska Native	0.7
Asian	13.1
Black or African American	3.6
Hispanic or Latino	59.1
Two or More Races	5.8
White	17.5
English Learners	10.2
Socioeconomically Disadvantaged	75.2
Students with Disabilities	16.1

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.2	48.66	614.2	86.7	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	10.5	1.48	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	18.54	45.3	6.4	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.4	31.97	16	2.27	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0.83	22.3	3.16	15831.9	5.67
<b>Total Teaching Positions</b>	10.7	100	708.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.5	33.08	598.2	84.69	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6.6	0.94	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	13.85	48.2	6.83	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.1	52.95	18.7	2.66	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	34.5	4.89	14303.8	5.15
<b>Total Teaching Positions</b>	7.8	100	706.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.3	33.76	570	82.9	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	11.7	1.71	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	47.6	6.94	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.6	66.24	19.9	2.9	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	38	5.54	13705.8	4.91
<b>Total Teaching Positions</b>	6.9	100	687.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	2.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	1	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	3.40	4.1	4.6
<b>Total Out-of-Field Teachers</b>	3.40	4.1	4.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	1.4	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Imagine Learning/Edgenuity Curriculum K-5 Adopted 2022-2023  Edgenuity curriculum Adopted 2020-21  AP Language: Bedford/St. Martin's The Language Of Composition: Reading, Writing, Rhetoric Adopted 2020-21  AP Literature: Cengage Learning Perrine's Literature: Structure, Sound and Sense Adopted 2020-21	0%
<b>Mathematics</b>	Imagine Learning/Edgenuity Curriculum K-5 Adopted 2022-2023  Edgenuity curriculum Adopted 2020-21  AP Calculus: Pearson Calculus: Graphical, Numerical, Algebraic Adopted 2020-21  AP Statistics: WH Freeman The Updated Practice of Statistics Adopted 2020-21	0%
<b>Science</b>	Imagine Learning/Edgenuity Curriculum K-5 Adopted 2022-2023  Edgenuity curriculum	0%

	<p>Adopted 2020-21</p> <p>AP Environmental Science: Wiley Environmental Science Earth as a Living Planet Adopted 2020-21</p> <p>AP Biology: Prentice Hall Campbell Biology in Focus Adopted 2020-21</p>	
<b>History-Social Science</b>	<p>Imagine Learning/Edgenuity Curriculum K-5 Adopted 2022-2023</p> <p>Edgenuity curriculum Adopted 2020-21</p> <p>AP Modern World History: Bedford/St. Martin's Worlds of History, A High School EditionL A Comparative Reader Bedford/St. Martin's Since 1200 C.E.: Ways of the World with Sources for the AP Modern Course Adopted 2020-21</p> <p>AP US History: Bedford/St. Martin's America's History, for the AP Course Bedford/St. Martin's Sources for America's History, Volume 1 &amp; 2 Adopted 2020-21</p> <p>AP Government: Cengage Learning American Government: Institutions and Policies Adopted 2020-21</p> <p>AP Psychology: Worth Publishers Myers' Psychology for AP Adopted 2020-21</p>	0%
<b>Foreign Language</b>	<p>Edgenuity curriculum Adopted 2020-21</p>	0%
<b>Health</b>	<p>Edgenuity curriculum Adopted 2020-21</p>	0%

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

## School Facility Conditions and Planned Improvements

Central Online Home School is located on the campus of Hanh Phan Tilley Elementary School. The school began operating in August 2020.

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). The work order process is used to ensure efficient service and to give emergency repairs a high priority.

**Year and month of the most recent FIT report**

4/22/2025

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	43	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	18	45	28	30	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	93	83	89.25	10.75	43.37
Female	51	46	90.20	9.80	47.83
Male	42	37	88.10	11.90	37.84
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	35.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	47	88.68	11.32	42.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	61.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	66	89.19	10.81	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	7	53.85	46.15	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	93	83	89.25	10.75	44.58
<b>Female</b>	51	45	88.24	11.76	40.00
<b>Male</b>	42	38	90.48	9.52	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	40.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	47	88.68	11.32	44.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	61.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	74	66	89.19	10.81	45.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	7	53.85	46.15	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	21.62	39.22	21.7	23.69	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	81	92.05	7.95	33.33
Female	53	49	92.45	7.55	30.61
Male	35	32	91.43	8.57	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	35.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	45	95.74	4.26	35.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	28.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	67	91.78	8.22	28.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

COHS had no CTE programs in the 2024-2025 school year.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.94
Graduates Who Completed All Courses Required for UC/CSU Admission	25.81

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	59.00%	59.00%	59.00%	59.00%	59.00%
Grade 9	58%	61%	61%	61%	61%

## 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 regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

COHS values strong partnerships with families and actively engages parents through multiple opportunities for involvement. Parents, students, and staff are invited to participate in Town Hall meetings, orientation sessions, and post-secondary planning events for high school students and their families. For grades K–8, families are also encouraged to attend weekly teacher check-ins to support student progress and communication. A School Site Council provides parents with a formal role in shaping school programs, including feedback on the Master Agreement, goal development, student engagement initiatives, and the annual review of the Parent Engagement Policy and School–Home Compact.

COHS also offers quarterly social activities and digital workshops for families, helping build community and strengthen parent–school connections. COHS continues to seek partnerships with local businesses and community organizations to enhance opportunities for students and staff. Additionally, parents are encouraged to participate in district-level committees, including the Superintendent Parent Advisory Committee and the District Advisory Committee, ensuring their voices contribute to broader district planning and decision-making.



## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	18.8	10.3	3.7	9.1	8.4	4.4	8.2	8.9	8
<b>Graduation Rate</b>	81.3	86.2	96.3	87.8	89.2	90.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	27	26	96.3
<b>Female</b>	17	17	100.0
<b>Male</b>	--	--	--
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	14	14	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	24	23	95.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	242	215	16	7.4
Female	138	127	9	7.1
Male	104	88	7	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	28	2	7.1
Black or African American	17	13	3	23.1
Filipino	--	--	--	--
Hispanic or Latino	144	127	9	7.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	--	--	--
White	37	35	2	5.7
English Learners	21	20	2	10.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	194	176	15	8.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	28	1	3.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	5.28	3.41	3.44	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.06	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st of every year. In July of every year, the school will report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card. In August of each school year, the School Safety Plan is reviewed and updated by the staff, the School Site Council for each quarter/

A copy of the Comprehensive School Safety Plan is available for review at the Central Online Home School office. It was approved and signed off on 11.18.25 by the School Site Council. Catapult EMS is also utilized at COHS as a communication tool during emergency situations.

### Safety Plan Vision

To ensure students, staff, and the community are safe.

The safety plan is reviewed and updated annually in September and October. Various portions of the plan are presented and reviewed with the staff every quarter.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	5	0	0
1	9	6	0	0
2	13	5	0	0
3	9	5	0	0
4	9	6	0	0
5	9	8	0	0
6	2	16	0	0
Other	3	5	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	5	0	0
1	4	5	0	0
2	7	5	0	0
3	10	5	0	0
4	4	5	0	0
5	5	5	0	0
6	5	6	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	2	9		
<b>1</b>	1	9		
<b>2</b>	1	9		
<b>3</b>	2	9		
<b>4</b>	3	9		
<b>5</b>	2	9		
<b>6</b>	2	11		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>	4	42	1	1
<b>Mathematics</b>	3	62	0	0
<b>Science</b>	2	65	0	0
<b>Social Science</b>	4	59	1	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>	4	31		
<b>Mathematics</b>	3	38		
<b>Science</b>	2	39		
<b>Social Science</b>	3	44		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	35		
Mathematics	2	39		
Science	2	28		
Social Science	3	42		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	120.77

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,604.30	\$119.42	\$7,956.62	\$82,194.37
<b>District</b>	N/A	N/A	\$12,666.92	\$96,976
<b>Percent Difference - School Site and District</b>	N/A	N/A	-45.7	-7.4
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	-30.1	-17.3

## Fiscal Year 2024-25 Types of Services Funded

COHS receives targeted Title 1 funding in addition to LCFF. We hold stakeholder meetings to develop our site goals for COHS LCAP. Allocations are based on teacher startup and student needs. All decisions for products or materials are based on schoolwide learner outcomes, student performance, and educational needs.

Central Online Home School receives funding based on per-pupil ADA. Further funding is allocated based on the district's LCAP Goal and the target sub-groups. Site leadership meets with the finance and State and Federal funding departments to receive allocations based on the LCAP ratios.

Allocation of resources is based on the District's per-pupil ratio and LCAP Goals. Collaborative meetings with the Area Administrator, Cabinet, and site personnel have determined further allocation. Our goal at COHS is for all students to be college-, career, and community-ready. We are currently at the beginning of our second semester, and follow the same guidelines and procedures as the comprehensive site, as determined by the Central Unified School Board. The initial budget was established through collaboration and close communication among all departments, per-pupil allocations, and another funding source to support our students.

In the fall of 2024, COHS was allocated Equity Multi-Per Funding to support students who have a high mobility rate and are underperforming.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,200	\$62,783
<b>Mid-Range Teacher Salary</b>	\$90,909	\$97,783
<b>Highest Teacher Salary</b>	\$116,192	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$130,684	\$160,224
<b>Average Principal Salary (Middle)</b>	\$134,789	\$166,992
<b>Average Principal Salary (High)</b>	\$142,700	\$180,971
<b>Superintendent Salary</b>	\$237,731	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	28.78%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	4.49%	5%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	2.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	2
<b>Science</b>	1
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	5

## Professional Development

Teachers at Central Online Home School participate in ongoing professional development designed to strengthen instructional practices and support student achievement. All staff have completed Apple Teacher Certification to enhance their use of MacBooks and iPads, and teachers are encouraged to pursue additional professional learning aligned with district LCAP goals. Current professional development priorities include deepening understanding of the Edgenuity curriculum, with a particular focus on mathematics priority standards. Because teachers work across multiple grade levels, training has included the use of AI tools to identify overlapping priority standards and support instruction in shared concepts and vocabulary. COHS staff also engage in training related to Leader in Me, 7 Habits of Highly Effective Children/Teens, inclusive instructional practices, and effective integration of Apple iPad tools into daily instruction.

## Professional Development

To further support mathematics instruction, the District Math Coach provides targeted professional development on Math 1 concepts, math discourse, and problem-solving strategies. In English Language Arts, teachers receive training on supporting students in using academic language in both oral and written expression. Staff also participate in ongoing technology-based PD through videos, webinars, and hands-on workshops to expand their ability to utilize digital tools for enhanced learning.

Teachers apply their training by providing timely, meaningful feedback on student assignments and assessments. Students are encouraged to review errors, make corrections, and resubmit work to demonstrate mastery. Instruction emphasizes higher-level questioning, academic integrity, and accountability. Students may demonstrate learning using a variety of technology tools and digital applications, supporting engagement and creativity across content areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	20	21