

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Center for Advanced Learning	District Name	Los Angeles Unified
Street	4016 South Central Ave.	Phone Number	(323) 232-0245
City, State, Zip	Los Angeles, CA, 90011-2708	Web Site	www.lausd.net
Phone Number	(323) 232-0245	Superintendent	John Deasy
Principal	Brooke Jackson, Principal	E-mail Address	superintendent@lausd.net
E-mail Address	bjackson@centeradvancedlearning.org	CDS Code	19647330115139

School Description and Mission Statement (School Year 2011–12)

Center for Advanced Learning provides a safe, innovative and challenging environment of continuous improvement for our students and community.

During this and future school years, we will be a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility and respect for all human beings. CAL students will discern for themselves those values that will contribute to their own well-being and happiness including an enthusiasm for learning.

We will accomplish this by providing a dynamic and culturally rich learning environment accommodating the needs of our diverse student population. CAL will be a world-class model in the application of the Baldrige Criteria and other innovative curriculum that promote high student achievement.

Opportunities for Parental Involvement (School Year 2011–12)

At the Center for Advanced Learning, students are workers – and parents are their business partners. The Center’s staff believes that increased “business partner” involvement translates into increased student achievement. Business partners/parents sign partnership contracts with students and the Center pledging to:

- Set up conditions at home for students to study.
- Monitor the child’s Individualized Success Plan and Student Assessment Binder.
- Check homework every night.
- Volunteer a minimum of three hours of service per month, or equivalent, to the school. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	48	Grade 8	0
Grade 1	46	Ungraded Elementary	0
Grade 2	48	Grade 9	0
Grade 3	46	Grade 10	0
Grade 4	51	Grade 11	0
Grade 5	51	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	290

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	14.5%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.3%
Hispanic or Latino	85.2%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	98.3%
English Learners	57.6%
Students with Disabilities	9.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.5	0	2	0	22.0	2	0	0	24.0	0	2	0
1	22.0	0	2	0	22.0	2	0	0	23.0	1	1	0
2	19.0	2	0	0	22.0	2	0	0	24.0	0	2	0
3	20.5	1	1	0	21.5	2	0	0	23.0	1	1	0
4	19	1	1	0	22.5	1	1	0	25.5	0	2	0
5	19.5	2	0	0	23.0	1	1	0	25.5	0	2	0
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

Center for Advanced Learning maintains a high level of security at all times during days when students are present. Our facility is fenced and all gates locked during the time students are on campus. We have private security guards on campus whenever students are present. We allow individuals entry onto our

campus via an electronically controlled gate only upon verification of each individual who desires to come onto our campus. . All visitors are always escorted, or under direct observation by one of our staff while on our campus.

We work closely with local law enforcement including the Los Angeles Police Department, as well as neighborhood groups to be sure we have as much information as possible to any potential threats to our students and staff. We provide regular drills to evaluate and fine-tune our responses to a variety of emergency scenarios throughout the school year.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	5.6%	5.2%	Not Available
Expulsions	0	0	0	0.02%	0.01%	Not Available

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The Center for Advanced Learning campus consists of one building, built in 2006. We have made no major alterations since the building's construction. In addition to routine inspections mandated by local code, prior to the beginning of each school year we contract with outside companies to inspect and repair any deficiencies found in the interior, exterior or support systems including HVAC, electrical, and plumbing. During the school year, we immediately repair any identified deficiencies upon identification.

During the course of the school year, a private custodial company cleans our building everyday after normal school hours. The grounds are kept orderly, clean and maintained in a similar manner.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Repaired per occurrence
Interior: Interior Surfaces		X			Repaired per occurrence
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Repaired per occurrence
Electrical: Electrical		X			Repaired per occurrence
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Repaired per occurrence
Safety: Fire Safety, Hazardous Materials		X			Repaired per occurrence

Structural: Structural Damage, Roofs		X			Repaired per occurrence
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Repaired per occurrence
Overall Rating	LEA Provided	X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	12	12	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%

All Schools in District	91.3%	8.7%
High-Poverty Schools in District	91.1%	8.9%
Low-Poverty Schools in District	98.8%	1.2%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: 2012 August

Core Curriculum Area	Textbooks and instructional	From most recent	Percent students lacking own
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	materials/year of adoption	adoption?	assigned copy
Reading/Language Arts	2012	Yes	0
Mathematics	2012	Yes	0
Science	2012	Yes	0
History-Social Science	2012	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8612	\$1237	\$7375	\$62,121
District			\$4814	\$67,084
Percent Difference – School Site and District			35%	-7%
State			\$5,455	\$68,835
Percent Difference – School Site and State			26%	-10%

Note: Cells shaded in black do not require data.

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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Title I: Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, TIER II supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II: Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III: Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,455
Mid-Range Teacher Salary	\$63,553	\$66,043
Highest Teacher Salary	\$78,906	\$85,397
Average Principal Salary (Elementary)	\$106,214	\$106,714
Average Principal Salary (Middle)	\$116,011	\$111,101
Average Principal Salary (High)	\$113,459	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	45%	52%	52%	41%	44%	48%	52%	54%	56%
Mathematics	57%	63%	64%	39%	43%	44%	48%	50%	51%
Science	38%	60%	59%	43%	47%	51%	54%	57%	60%
History-Social Science	0%	0%	0%	33%	37%	39%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-	Mathematics	Science	History- Social

	Language Arts			Science
All Students in the LEA	48%	44%	51%	39%
All Students at the School	52%	64%	59%	0%
Male	46%	60%	64%	0%
Female	59%	69%	56%	0%
Black or African American	71%	57%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51%	66%	57%	0%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	53%	53%	0%	0%
Socioeconomically Disadvantaged	51%	64%	59%	0%
English Learners	32%	55%	33%	0%
Students with Disabilities	20%	35%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	0	0	0
9	0	0	0

Each category results are 10 or less and cannot be calculated as per notation below.

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	4	6
Similar Schools	6	8	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	30	52	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	51	-12
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	45	
English Learners	21	42	-17
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	189	816	416,460	745	4,664,264	788
Black or African American	15	792	36,627	696	313,201	710
American Indian or Alaska Native	0		1,395	754	31,606	742
Asian	0		16,488	909	404,670	905
Filipino	0		10,318	863	124,824	869
Hispanic or Latino	158	820	312,515	723	2,425,230	740
Native Hawaiian or Pacific Islander	0		1,443	792	26,563	775
White	0		36,849	874	1,221,860	853
Two or More Races	0		600	805	88,428	849
Socioeconomically Disadvantaged	140		344,647	728	2,779,680	737
English Learners	114	784	197,134	677	1,530,297	716
Students with Disabilities	21	633	53,956	554	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
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Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		603
Percent of Schools Currently in Program Improvement		64.4%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Center for Advanced Learning addresses professional development on both an individual basis, as well as the entire teaching staff as a whole. All teachers are encouraged to suggest and request additional resource ideas that may include external teaching development workshop and seminars. The principal on a weekly basis meets with all teachers and suggest ideas for improving their classroom performance.

Typically, Center for Advanced Learning matches beginning teachers with the more experienced teacher in their grade level/course sections to act as a mentor. Beginning teachers are closely monitored and additional resource opportunities provided at the discretion of the principal to help bring their practical teaching skills to the highest possible level.

For the last three years, six to ten days each school year are allocated as dedicated Professional Development days, without the presence of students on campus. Both school resources and staff, and outside professionals are used to improve each teacher's overall teaching skills during the development

program provided on those days.

Center for Advanced Learning

Los Angeles Unified

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Provided by the Ed-Data Partnership

For more information visit www.ed-data.org