

Center for Advanced Learning

Brooke Jackson, Principal

Principal, Center for Advanced Learning

About Our School

On behalf of the staff at the Center for Advanced Learning, I am happy to introduce you to Center for Advanced Learning! We look forward to an opportunity to provide a productive partnership with you to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities. At Center for Advanced Learning, we ask that you guide and support your child's learning by ensuring that he/she:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
- 2) Completes all homework assignments given by teachers
- 3) Reads daily to develop a love for reading and to improve literacy skills
- 4) Shares school experiences with you so that you are aware of his/her school life
- 5) Informs you if he/she needs additional support in any area or subject
- 6) Knows that you expect him/her to succeed in school and go on to college

We want our parents to consider joining our school volunteer program as our students can greatly benefit from your involvement and contributions to the school's program and its operations. We seek volunteers to help us with the following activities:

- 1) Teacher-led instructional support, usually in the classroom
- 2) Reading with children who need extra help
- 3) School-wide events
- 4) Student recognition events
- 5) Outreach and recruitment of parent and community volunteers

We will provide a copy of our school rules so that you and your child can review them together. If you have any questions about the rules and expectations, please feel free to contact me or to discuss them with your child's teacher. It is very important that you and your child are fully informed regarding standards related to appropriate behavior for a safe and productive school year. Please feel free to review the Parent Handbook with can be accessed

<http://www.centeradvancedlearning.org/>

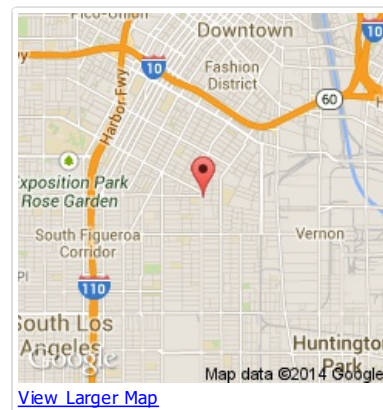
The wonderful staff at the Center for Advanced Learning and I feel privileged to be a part of this school family. We look forward for your support and look forward to meeting you when you become part of our family.

Contact

4016 South Central Ave.
Los Angeles, CA
90011-2708

Phone: 323-232-0245

E-mail: bjackson@centeradvancedlearning.org



Data and Access

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](#).
- For additional information about the school, parents 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](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Center for Advanced Learning
Street	4016 South Central Ave.
City, State, Zip	Los Angeles, Ca, 90011-2708
Phone Number	323-232-0245
Principal	Brooke Jackson, Principal
E-mail Address	bjackson@centeradvancedlearning.org
County-District-School (CDS) Code	19647330115139

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

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.

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

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.

Last updated: 1/30/2014

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.
- **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.

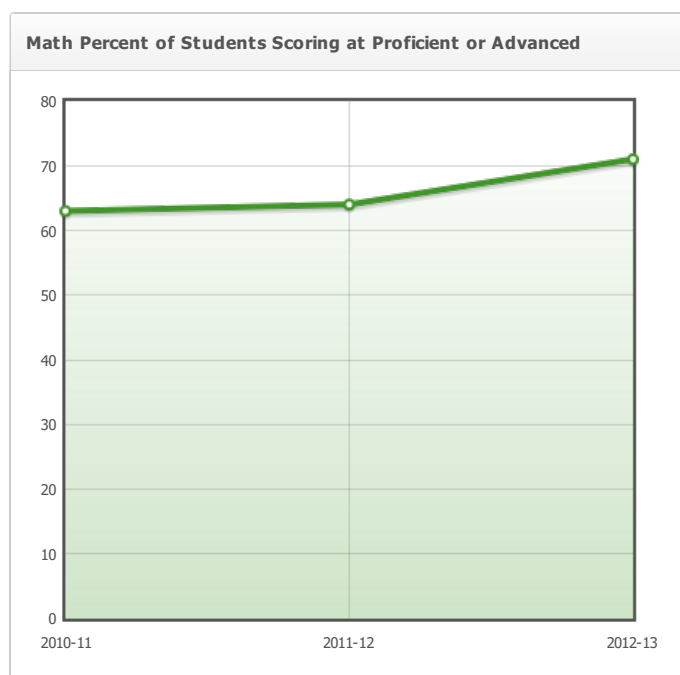
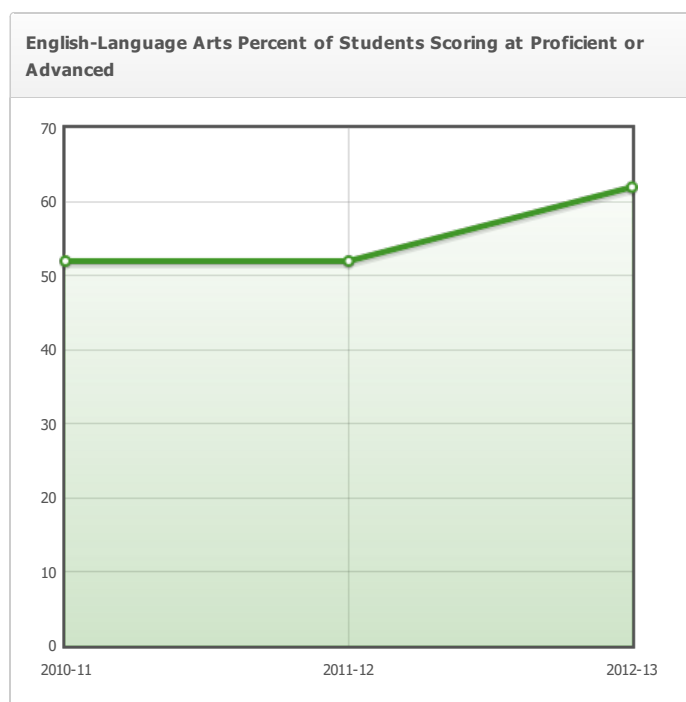
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

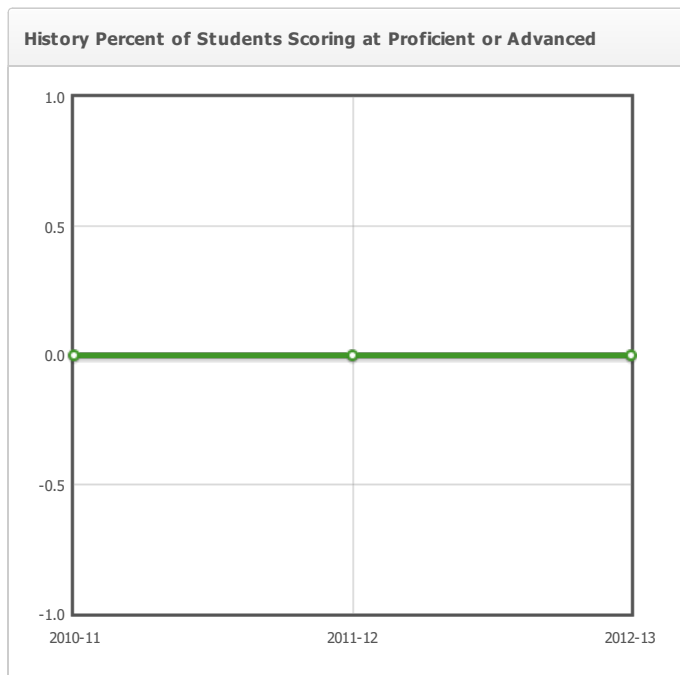
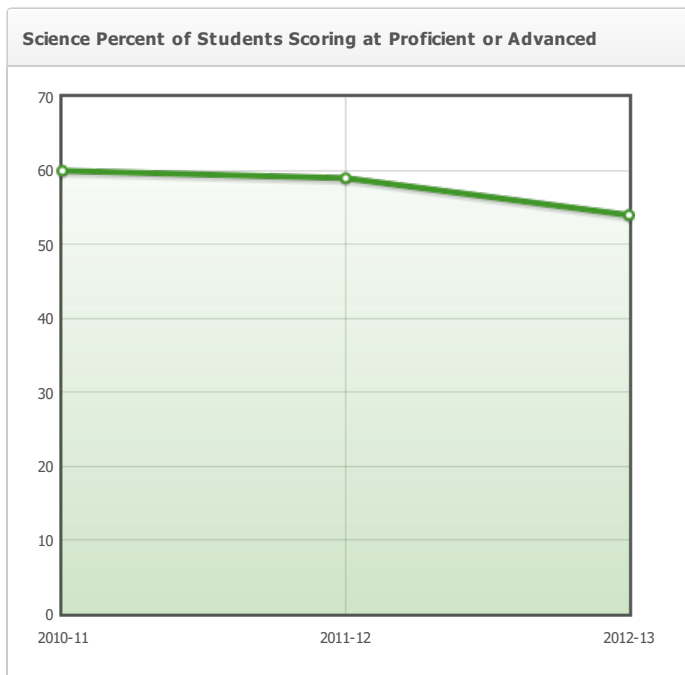
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52%	52%	62%	44%	48%	47%	54%	56%	55%
Mathematics	63%	64%	71%	43%	44%	45%	49%	50%	50%
Science	60%	59%	54%	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	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.





Last updated: 1/30/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	62%	71%	54%	N/A
Male	60%	67%	54%	N/A
Female	63%	76%	54%	N/A
Black or African American	50%	59%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	63%	72%	60%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	62%	73%	53%	N/A
English Learners	51%	64%	N/A	N/A
Students with Disabilities	50%	45%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.8%	1.9%	N/A

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.

Last updated: 1/30/2014

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](#).

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	2010-11	2011-12	2012-13
Statewide	4	6	5
Similar Schools	8	10	8

Last updated: 1/30/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	52	-6	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	51	-12	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	45	-2	15
English Learners	42	-17	35
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.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	196	830	407,864	749	4,655,989	790
Black or African American	23	783	34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	0		17,001	908	406,527	906
Filipino	0		9,841	864	121,054	867
Hispanic or Latino	173	836	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	0		1,544	786	25,351	774
White	0		36,642	871	1,200,127	853
Two or More Races	0		1,289	564	125,025	824
Socioeconomically Disadvantaged	192	830	283,245	731	2,774,640	743
English Learners	128	820	162,555	706	1,482,316	721
Students with Disabilities	26	697	52,441	573	527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

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

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

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](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

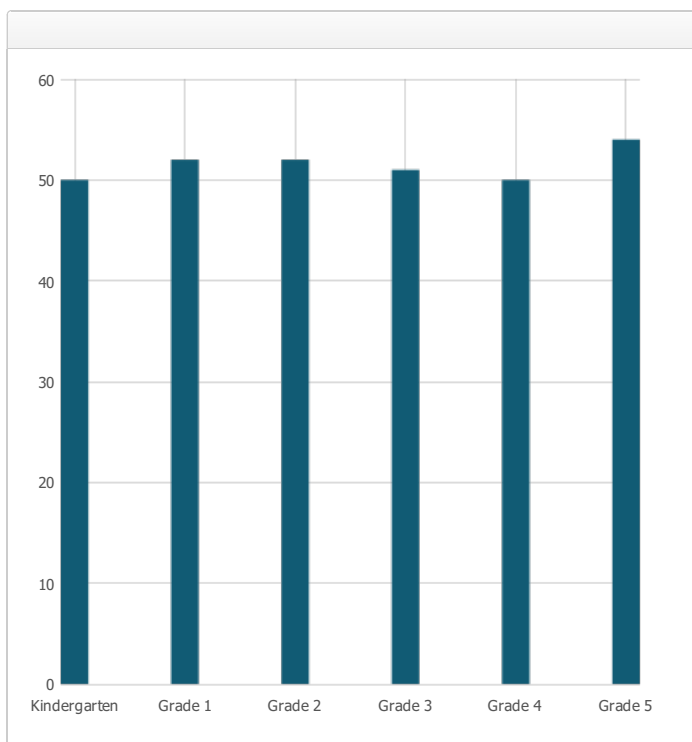
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Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

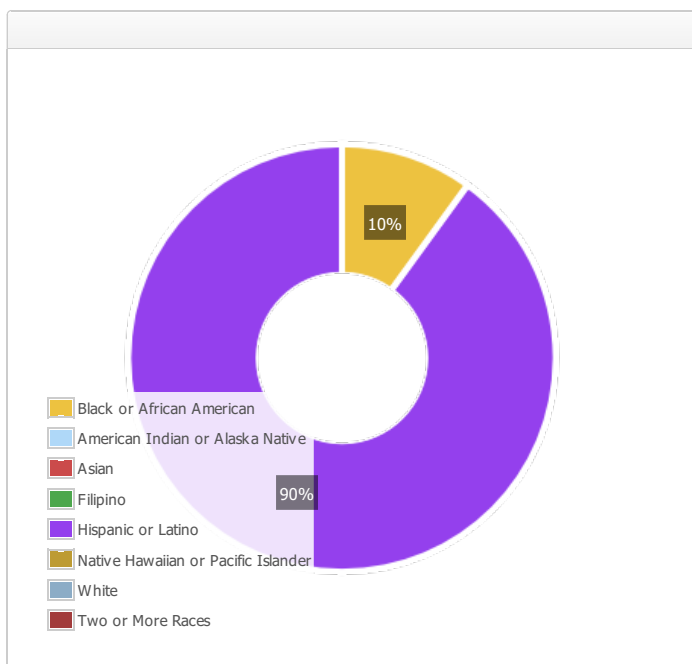
Grade Level	Number of Students
Kindergarten	50
Grade 1	52
Grade 2	52
Grade 3	51
Grade 4	50
Grade 5	54
Total Enrollment	309



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	10.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	90.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	95.1
English Learners	58.9
Students with Disabilities	9.4



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	2	0	0	24.0	0	2	0	24.4	0	2	0
1	22.0	2	0	0	23.0	1	1	0	26.0	0	2	0
2	22.0	2	0	0	24.0	0	2	0	25.0	0	2	0
3	21.5	2	0	0	23.0	1	1	0	25.0	0	2	0
4	22.5	1	1	0	25.5	0	2	0	25.0	0	2	0
5	23.0	1	1	0	25.5	0	2	0	27.5	0	2	0
6										0	0	0
Other										0	0	0

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

Last updated: 1/31/2014

School Safety Plan (School Year 2012-13)

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.

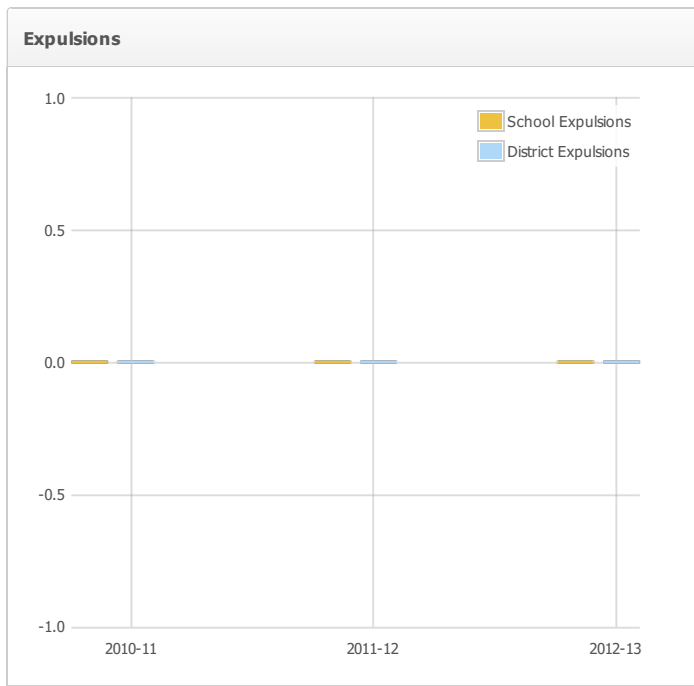
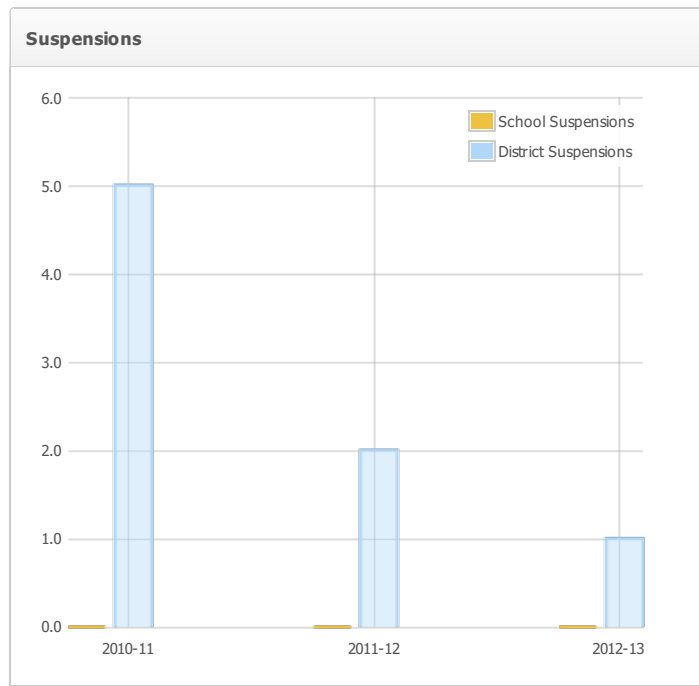
We work closely with local law enforcement including the Los Angeles Police Department, as well as neighborhood groups to be sure we have as much information as possible to any potential threats to our students and staff. We provide regular drills to evaluate and fine-tune our responses to a variety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

Last updated: 1/30/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	5.22	2.70	1.70
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

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



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

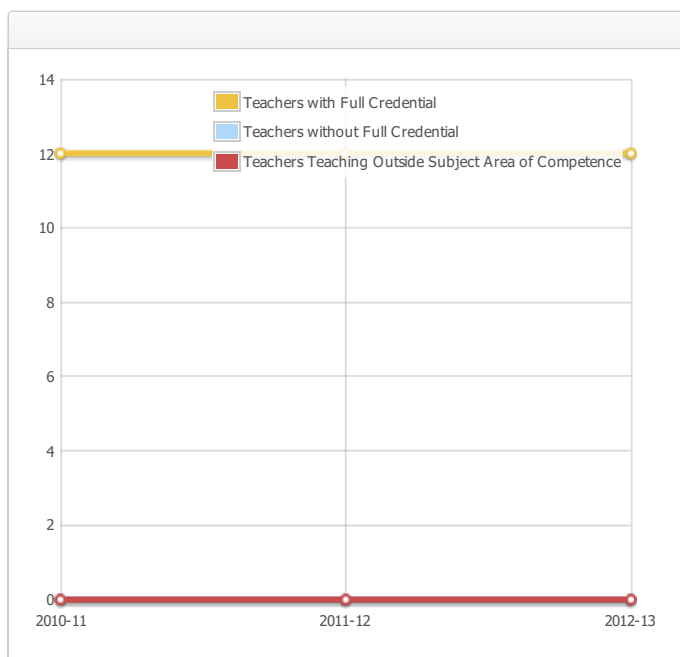
Overall Rating	Good
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Last updated: 1/30/2014

Teachers

Teacher Credentials

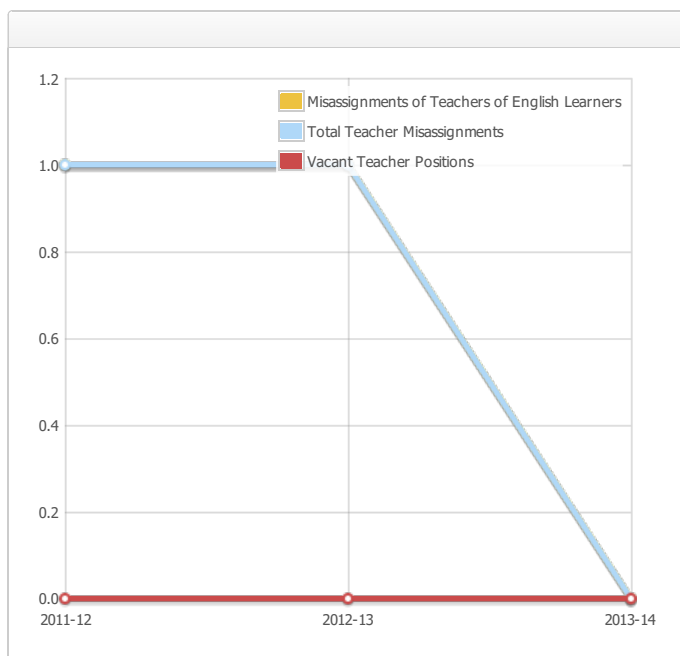
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	12	12	12	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	0	0

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 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	3.0	N/A

Note: Cells shaded in black or with N/A values 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.

Last updated: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts		Yes	0.0
Mathematics		Yes	0.0
Science		Yes	0.0
History-Social Science		Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,707	\$1,237	\$7,470	\$52,587
District	N/A	N/A	\$7,340	\$66,851
Percent Difference – School Site and District	N/A	N/A	1.10%	21.30%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	25.90%	24.60%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

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.

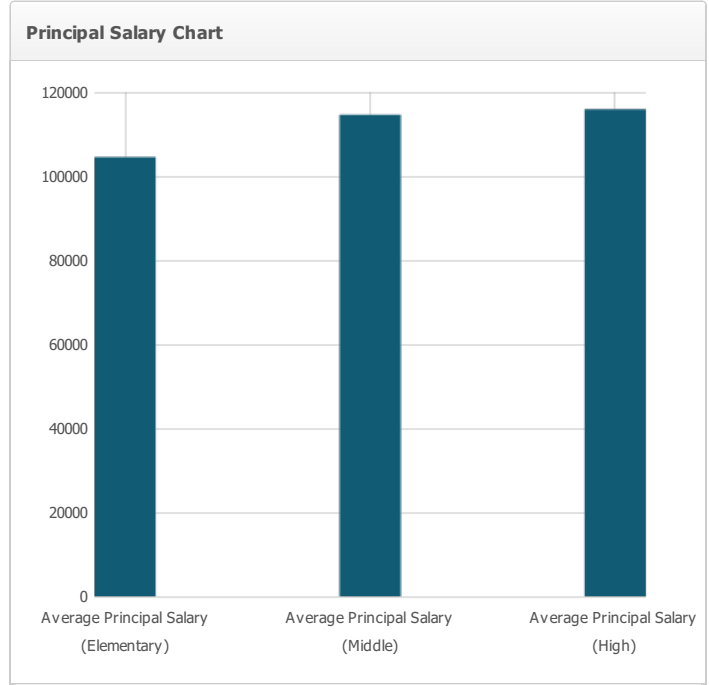
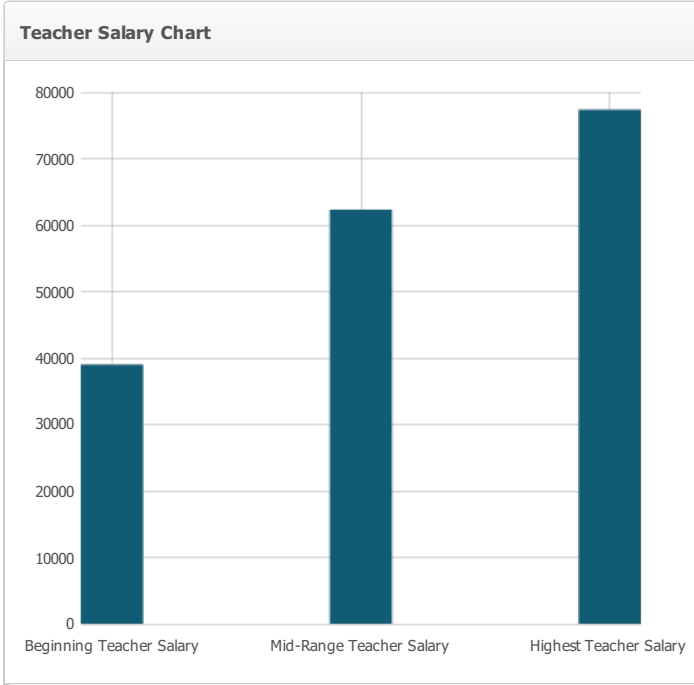
Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641

Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page](#).

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

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