

Center for Advanced Learning

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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

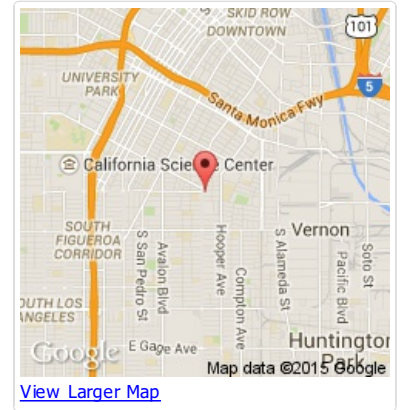
We will provide a copy of our school rules so that you and your child can review them together. If you have any questions about the rules and expectations, please feel free to contact me or to discuss them with your child's teacher. It is very important that you and your child are fully informed regarding 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



About This School

Contact Information - Most Recent Year

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
Web Site	www.centeradvancedlearning.org
County-District-School (CDS) Code	19647330115139

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	http://www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/29/2015

School Description and Mission Statement (Most Recent Year)

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.

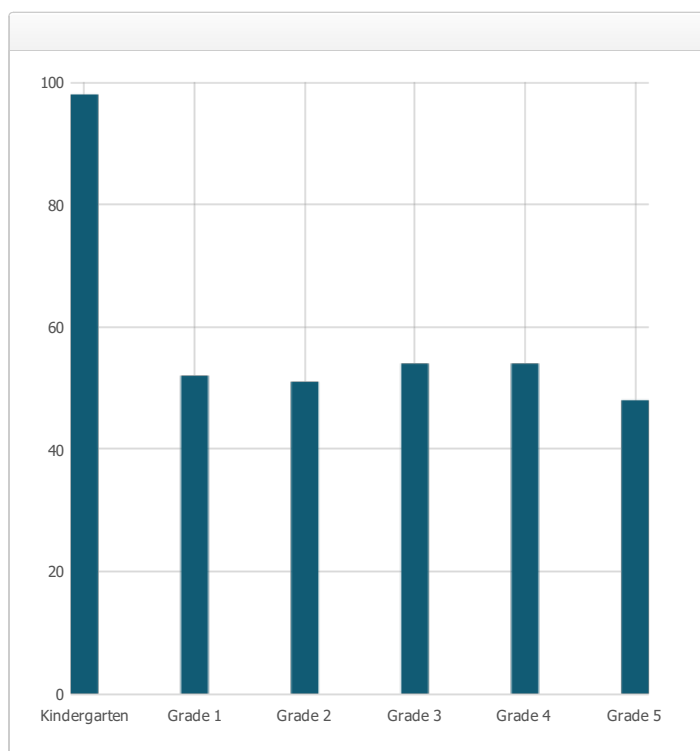
We will accomplish this by providing a dynamic and culturally rich learning environment accommodating the needs of our diverse student population. CAL will be a world-class model in the application of the Baldrige Criteria and other innovative curriculum that promote high student achievement.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

Enrollments for Kindergarten level students were incorrectly reported for 2013-14 CALPADS Fall 1. During the data transfer process, 15 Transitional K students were incorrectly reported and certified as "PS-Prekindergarten" for the Fall 1 census counts. This error was not detected and corrected until 2013-14 Fall 2. Enrollment counts displayed in this SARC include those additional 15 Kindergarten level students.

Grade Level	Number of Students
Kindergarten	98
Grade 1	52
Grade 2	51
Grade 3	54
Grade 4	54
Grade 5	48
Total Enrollment	357

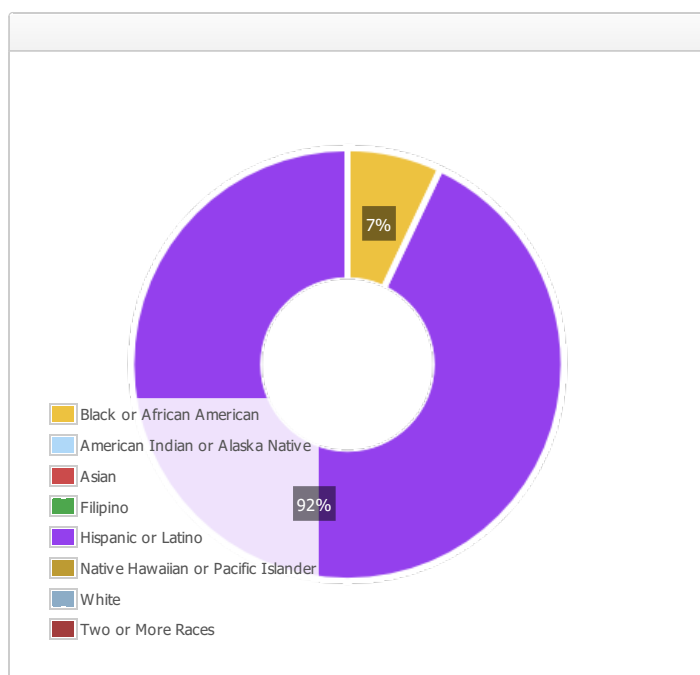


Last updated: 1/29/2015

Student Enrollment by Student Group (School Year 2013-14)

Enrollment for Kindergarten level students were incorrectly reported for 2013-14 CALPADS Fall 1. During the data transfer process, 15 Transitional K students were incorrectly reported and certified as "PS-Prekindergarten" for the Fall 1 census counts. This error was not detected and corrected until 2013-14 Fall 2. Enrollment percentage of composition displayed in this SARC include those additional 15 Kindergarten level students.

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.0
Hispanic or Latino	92.2
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	95.0
English Learners	55.7
Students with Disabilities	7.3



Last updated: 1/29/2015

A. Conditions of Learning

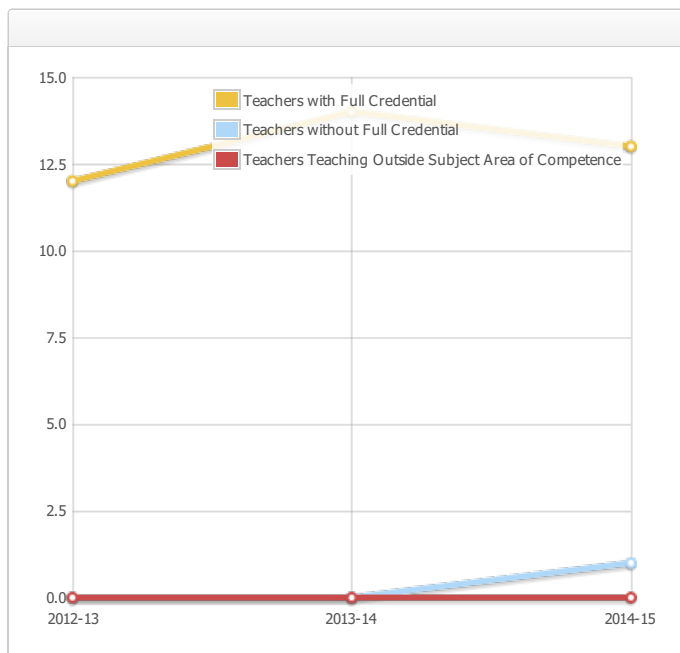
State Priority: Basic

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

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

Teacher Credentials

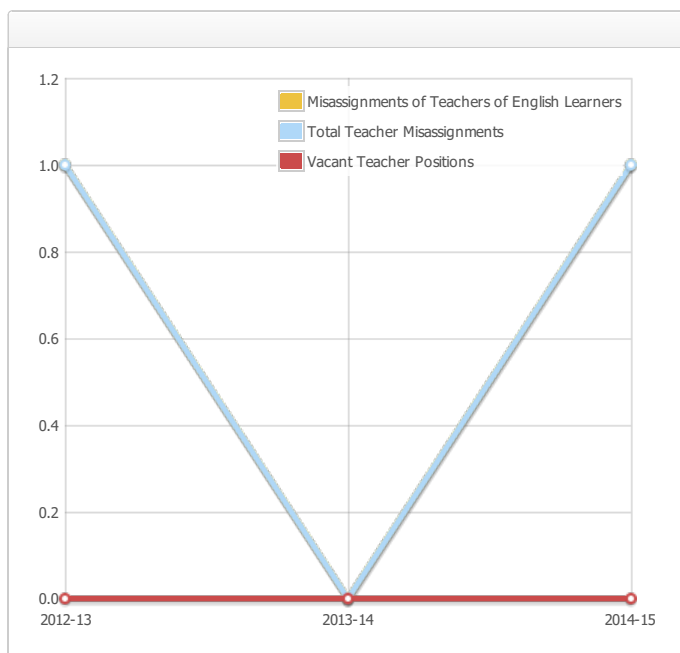
Teachers	School		District
	2012-13	2013-14	2014-15
With Full Credential	12	14	13
Without Full Credential	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	0	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.

Last updated: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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: 1/29/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials Adopted 2010 McGraw-Hill	Yes	0.0
Mathematics	Materials Adopted 2010 Scott Foresman Pearson	Yes	0.0
Science	Materials Adopted 2010 FOSS	Yes	0.0
History-Social Science	Materials Adopted 2010 Houghton Mifflin	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: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/29/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	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 - Most Recent Year

Overall Rating	Good
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Last updated: 1/29/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	59	54	33	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/29/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	33
Male	37
Female	26
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/29/2015

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%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	5	6
Similar Schools	10	8	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/29/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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	19
English Learners	42	-17	36
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: 1/27/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/26/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level 5 Physical Fitness Test (PFT) for 2013-14 school year is unavailable due to a clerical/submission error.

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

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

Last updated: 1/29/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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.

Volunteerism is encouraged at the Center for Advanced Learning. Service opportunities include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support. We use a computer based log to record parental involvement and have various positive methods of encouraging parents to be active within our school.

State Priority: Pupil Engagement

Last updated: 1/27/2015

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

- High school dropout rates; and
- High school graduation rates.

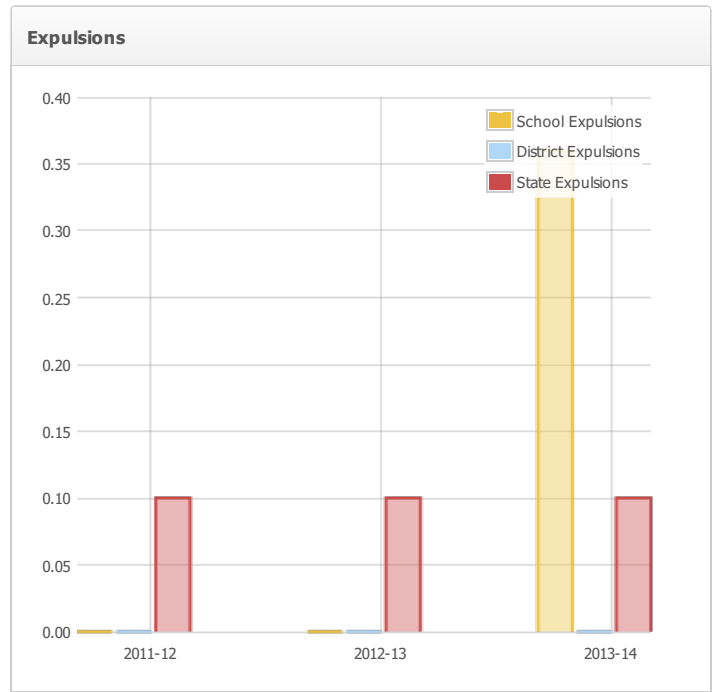
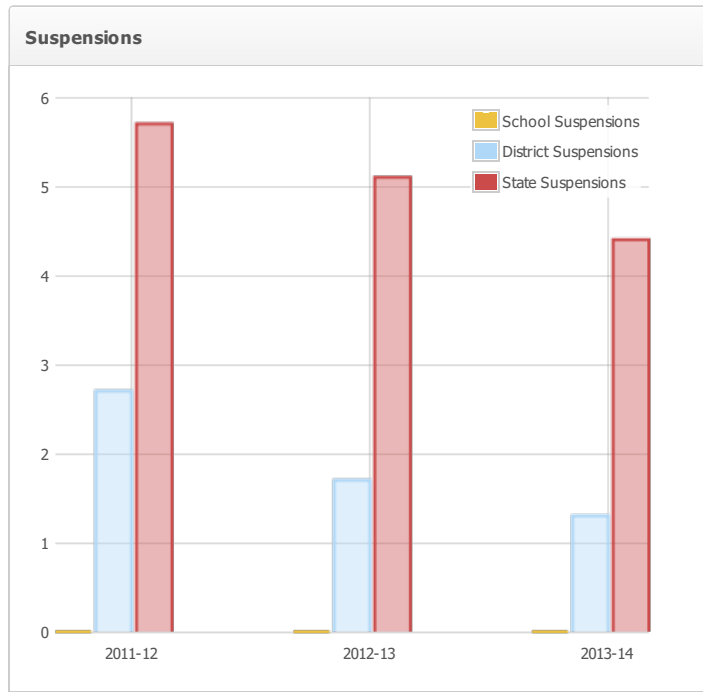
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.36	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

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: 1/27/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met Graduation Rate	N/A	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24.0	0	2	0	26.0	2			25.0		4	
1	23.0	1	1	0	39.0	1	1		26.0		2	
2	24.0	0	2	0	26.0	2			26.0		2	
3	23.0	1	1	0	27.0	2			27.0		2	
4	25.5	0	2	0	24.0	2			27.0		2	
5	25.5	0	2	0	29.0	2			24.0		2	
6												
Other												

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

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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	0.9	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	3.0	N/A

Note: Cells 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: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Principal's salary was not included in this school's "Average Teacher Salary" calculation for this SARC report.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,896	\$2,550	\$6,341	\$44,112
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	52.70%	62.40%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

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.

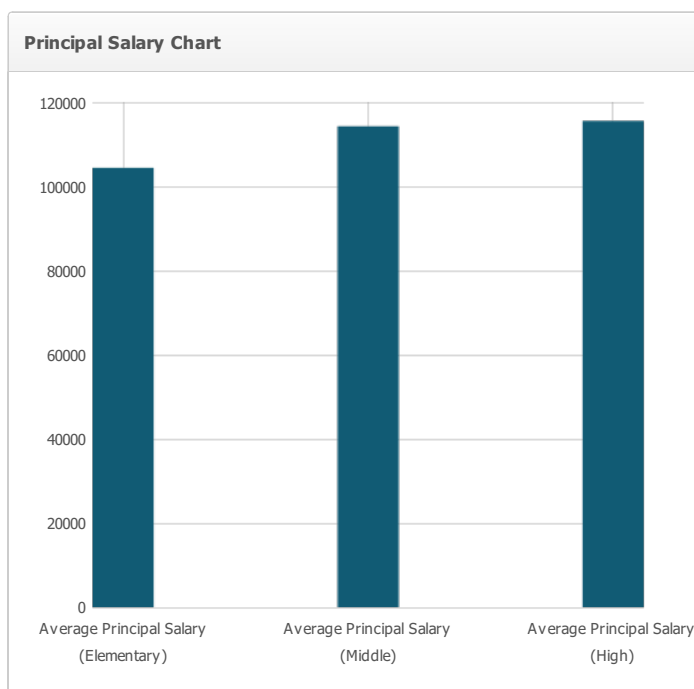
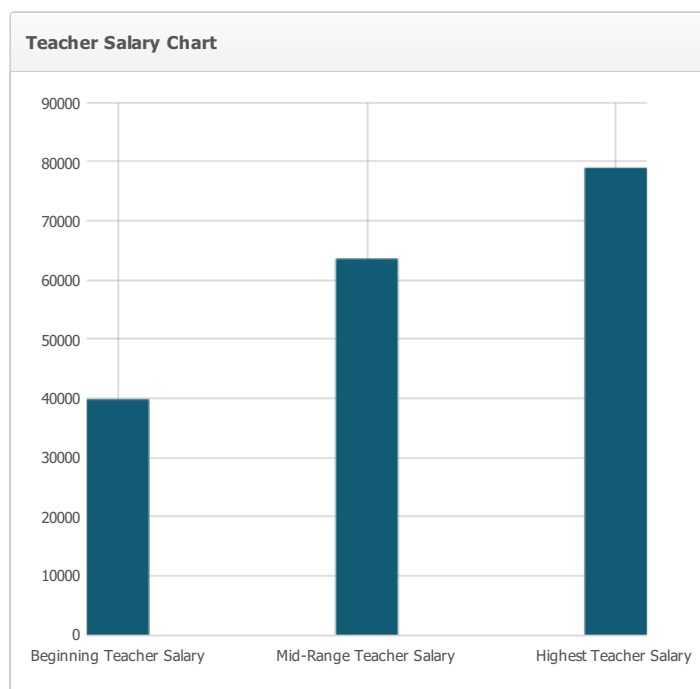
Title III: Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Last updated: 1/26/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
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 at <http://www.cde.ca.gov/ds/fd/cs/>.



Professional Development – Most Recent Three Years

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 suggests 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

Last updated: 1/27/2015