

Center for Advanced Learning

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Brooke Jackson, Principal

Principal, Center for Advanced Learning

About Our School

I am so excited. As I am writing this introduction, we have been authorized by the Los Angeles Unified School District (LAUSD) to continue our operation of Center for Advanced Learning through 2022. Just before our 2016-2017 winter break, I along with some of our staff and students were invited onto the Ellen DeGeneres national television show where our school was given \$50,000 in cash, a laptop computer for each of our 360 students, and a number of other items such as additional computers, tablet computers and various school and art supplies. [Click here to View the Show on YouTube](#)

In large part this recognition and success is due to the performance of our outstanding students that emanates from the formula we use that includes great teachers, dedicated staff, state of the art student engagement, and the great participation of the parents of our students. I guess that's why we call ourselves the Center for Advanced Learning!

Therefore, 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 which 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

*Center for Advanced Learning
4016 South Central Ave.
Los Angeles, CA 90011-2708*

*Phone: 323-232-0245
E-mail: bjackson@centeradvancedlearning.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
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

Last updated: 1/4/2017

School Description and Mission Statement (School Year 2016-17)

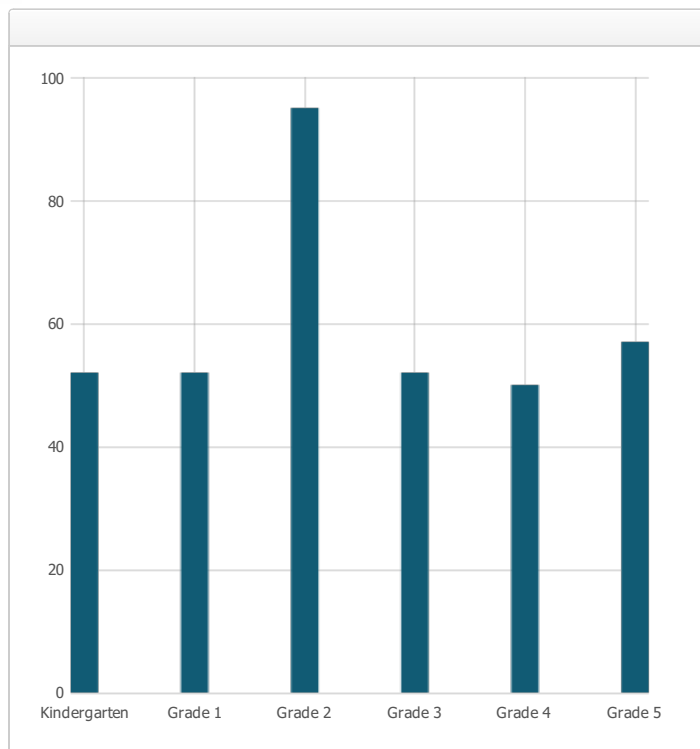
Center for Advanced Learning provides a safe, innovative and challenging environment of continuous improvement for our students and community. During this and future school years, we will be a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility 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: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	52
Grade 1	52
Grade 2	95
Grade 3	52
Grade 4	50
Grade 5	57
Total Enrollment	358



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Socioeconomically Disadvantaged and Foster Youth percentage are calculated from Fall 1 2015-2016 CALPADS certified data (10/7/2015).

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	92.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.6 %
English Learners	49.4 %
Students with Disabilities	9.2 %
Foster Youth	0.0 %

Last updated: 1/5/2017

A. Conditions of Learning

State Priority: Basic

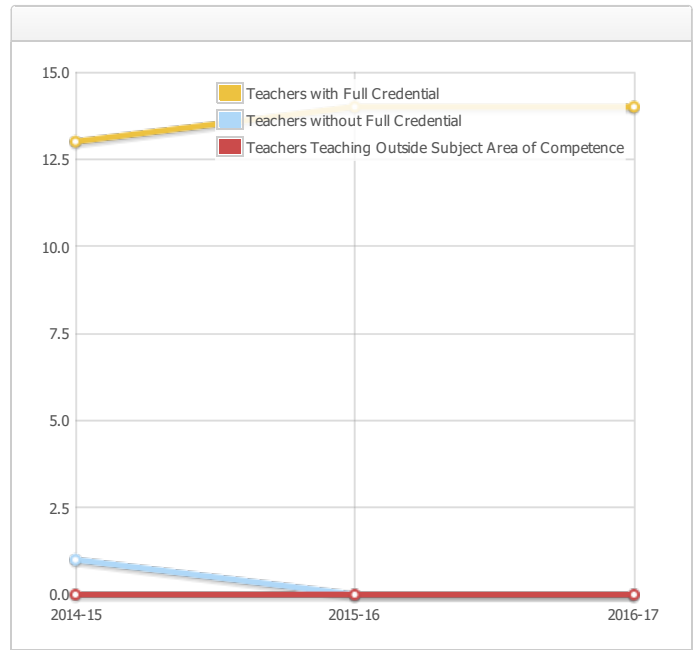
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

Teacher Credentials

Teacher credential data for district (LAUSD) was not available from district. Will update this SARC when the data becomes available.

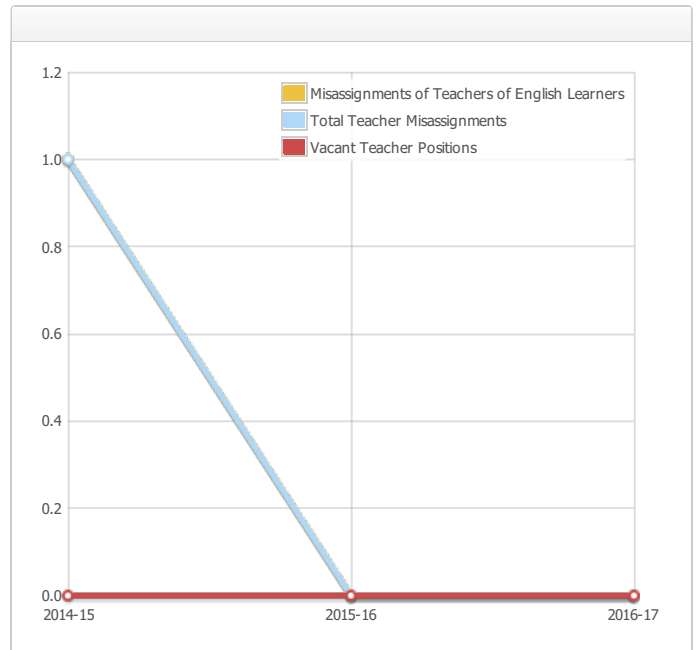
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	14	14	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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: 1/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year Adopted: 2015 Grades K-2: Core Knowledge Foundation Core Knowledge Language Arts Grades 3-5: Expeditionary Learning	Yes	0.0 %
Mathematics	Year Adopted: 2015 Grades K-5: Great Minds Eureka Math	Yes	0.0 %
Science	Year Adopted: 2010 Grades K-5: FOSS Currently reviewing available science textbook/materials for possible new adoption in 2017-18.	Yes	0.0 %
History-Social Science	Year Adopted: 2010 Grades K-5: Scott Foresman Pearson	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2017

School Facility Conditions and Planned Improvements

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: 1/4/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/4/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	45.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	28.0%	42.0%	25.0%	29.0%	34.0%	36.0%

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: 1/10/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	51	96.2%	39.2%
Male	26	26	100.0%	34.6%
Female	27	25	92.6%	44.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.0%	36.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	31.1%
English Learners	25	24	96.0%	12.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	52.0%
Male	23	22	95.7%	45.5%
Female	28	28	100.0%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.9%	51.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.0%	51.0%
English Learners	16	16	100.0%	18.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

Last updated: 1/4/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	56	100.0%	42.9%
Male	30	30	100.0%	33.3%
Female	26	26	100.0%	53.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	38.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	41.5%
English Learners	11	11	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	51	96.2%	54.9%
Male	26	26	100.0%	57.7%
Female	27	25	92.6%	52.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.0%	53.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	51.1%
English Learners	25	24	96.0%	41.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	50	98.0%	58.0%
Male	23	22	95.7%	54.6%
Female	28	28	100.0%	60.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.9%	57.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.0%	57.1%
English Learners	16	16	100.0%	25.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	56	100.0%	16.1%
Male	30	30	100.0%	16.7%
Female	26	26	100.0%	15.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	15.1%
English Learners	11	11	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	32.0%	58.0%	38.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/4/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	56	56	100.0%	37.5%
Male	30	30	100.0%	53.3%
Female	26	26	100.0%	19.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	49	49	100.0%	34.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	53	53	100.0%	35.9%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/4/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	7.1%	3.6%

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: 1/4/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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:

1. Set up conditions at home for students to study.
2. Monitor the child’s Individualized Success Plan and Student Assessment Binder.
3. Check homework every night.

Opportunities for Volunteerism:

Although we do not require parents to volunteer their time or other resources to our school, volunteerism and other forms of parental involvement is encouraged at the Center for Advanced Learning. We use a software program that allows us to log each hour or contribution, and match with performance data of the student of the parent volunteer/contributor. During the 2015-2016 school year, volunteers contributed 6872 hours of service at Center for Advanced Learning.

What we found is that the 227 students (64.5%) whose parent volunteered 20 hours or less during the year were the most at risk or failing in their performance, none were in the highest performing group. On the other hand, the 125 students (35.5%) whose parents contributed more than 20 hours that year had Core GPA values in the middle or highest performance ranges. In fact, only one student out of the 125 were at risk of failing in their performance while all students in the highest performance range had parents who contributed more than 20 hours during the year. On average, each student had a parent or relative contribute 19.5 hours during the school year.

This data implies that students who have a parent or other relative volunteer their time or resources appear to perform better in the classroom. Realistically, only about a third of our parents contribute more than two hours each month, but it does appear that those parent’s children tended to perform the best in 2015-2016. Therefore, we suggest that you consider giving a bit of your time if it is possible without undue hardship. Service opportunities include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

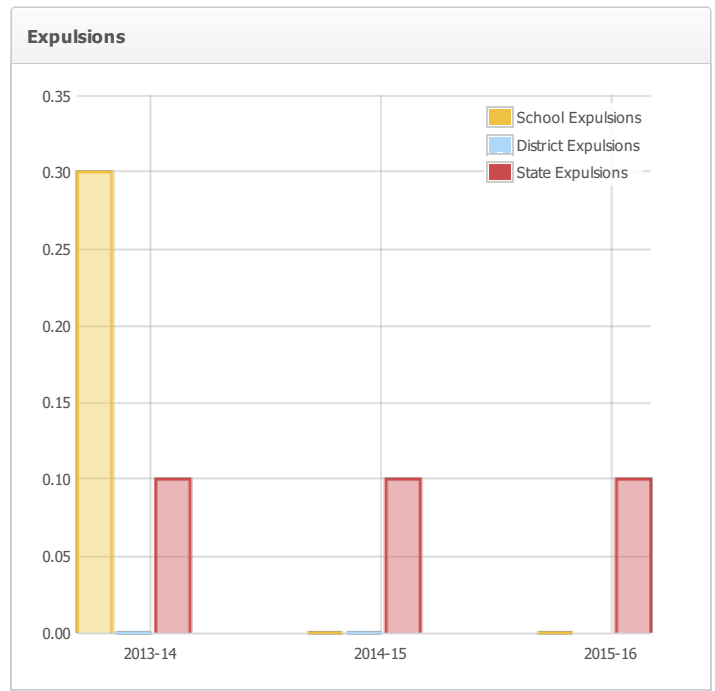
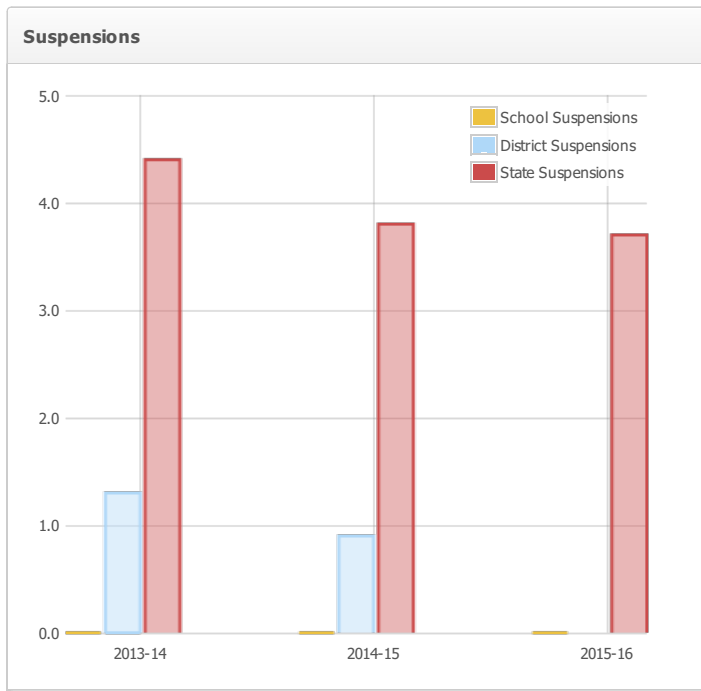
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	1.3	0.9		4.4	3.8	3.7
Expulsions	0.3	0.0	0.0	0.0	0.0		0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

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: 1/4/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/4/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	25.0	0	4	0	27.0	0	2	0	26.0	0	2	0
1	26.0	0	2	0	24.0	0	4	0	26.0	0	2	0
2	26.0	0	2	0	26.0	0	2	0	23.8	0	4	0
3	27.0	0	2	0	25.0	0	2	0	26.0	0	2	0
4	27.0	0	2	0	29.0	0	2	0	25.0	0	2	0
5	24.0	0	2	0	26.0	0	2	0	28.5	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/5/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		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: 1/9/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

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

Salaries do not include benefits.

Average Teacher Salary include the Special Education teacher who pulls and works with individual students from assigned classrooms during the school day.

Data for district (LAUSD) Expenditures Per Pupil (Basic / Unrestricted) was not available from district. Will update this SARC when the data becomes available.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11210.0	\$2258.0	\$8952.0	\$52378.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	N/A	N/A	--	-28.3%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	37.0%	-31.0%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

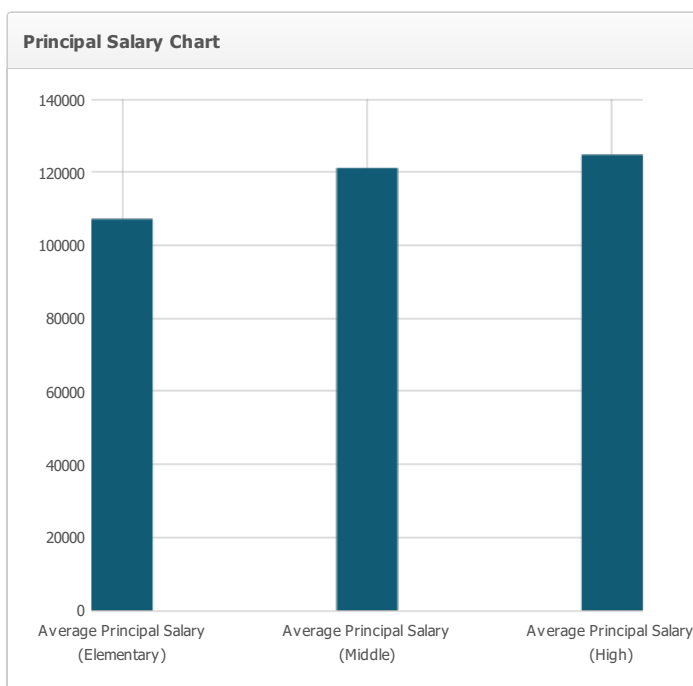
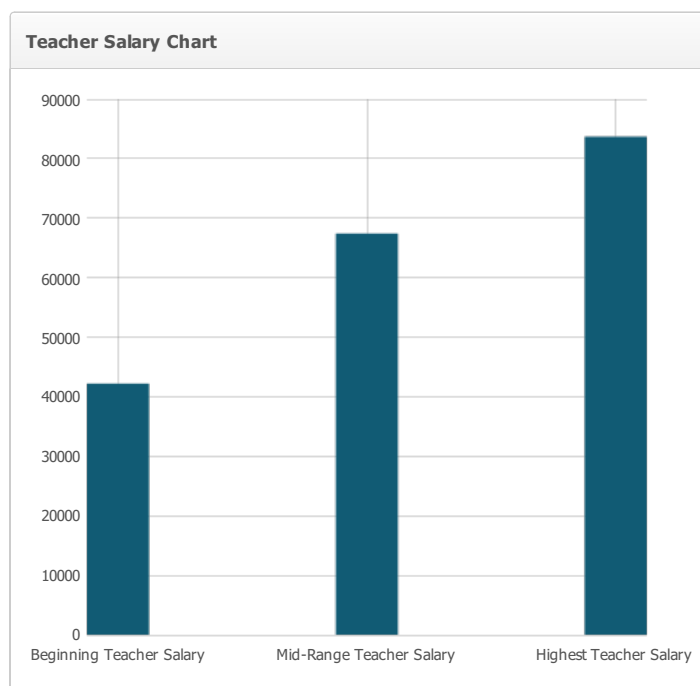
Title III: Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Last updated: 1/5/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
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/>.



Last updated: 1/5/2017

Professional Development

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 five 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: 1/5/2017