Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-224-24/25, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 3/11/2025

Approval of the Renewal Petition for Center for Advanced Learning [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Center for Advanced Learning) Recommends approval of the renewal petition for Center for Advanced Learning, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 321 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Center for Advanced Learning ("Charter School"), located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 321 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report. The school's renewal petition includes a reduction of enrollment capacity from 360 to 321.

Background:
Center for Advanced Learning is a TK-5 school currently serving 236 students on a private facility at 4016 S. Central Ave., Los Angeles, CA, 90011 in Board District 5 and Region East. Center for Advanced Learning was originally approved by the LAUSD Board of Education on May 22, 2007. On December 13, 2016, the charter school was renewed for a five-year term to serve 360 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Center for Advanced Learning expires June 30, 2025.

On December 12, 2024, Center for Advanced Learning submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through March 12, 2025.

An initial Public Hearing was held on January 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.
Due Diligence:
Current Center for Advanced Learning's governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall

designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 224, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected LAUSD Special Education Local Planning Area (SELPA) Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced by an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District.

The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Equity Impact:
Not applicable

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Center for Advanced Learning Data Set
Attachment C - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:
[<https://drive.google.com/drive/folders/1ZWXi2DF9KANUgRf-AIoyABGPrDCEOJ3r?usp=sharing>]

Submitted:
02/10/25

RESPECTFULLY SUBMITTED,   **APPROVED & PRESENTED BY:**

_____   _____

ALBERTO M. CARVALHO   VERONICA ARREGUIN
Superintendent   Chief Strategy Officer
         Office of the Chief Strategy Officer

REVIEWED BY: **APPROVED & PRESENTED BY:**

_____   _____

DEVORA NAVERA REED   JOSÉ COLE-GUTIÉRREZ
General Counsel   Director
         Charter Schools Division

___ Approved as to form.

REVIEWED BY:

_____

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

___ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION
Board of Education Report 224-24/25
March 11, 2025

School Name:	**Center for Advanced Learning**		BOARD IS REQUIRED TO TAKE ACTION BY: **March 12, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Center for Advanced Learning**		
Location Code:	**3284**		
Type of Site(s):	**Private**		
Site Address(es):	**4016 S. Central Ave., Los Angeles, CA 90011**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**TK-5**	Current Enrollment:	**236**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**360** (see proposed change in "Action Proposed" below)
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2025-2030)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Center for Advanced Learning ("CAL" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 321 students in grades TK-5 in each year of the charter term.

The school is requesting to decrease its current enrollment capacity from 360 students to 321 students to align with the school's enrollment trends.

RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

II. GENERAL SCHOOL INFORMATION

A. School History

	Center for Advanced Learning
Initial Authorization:	On May 22, 2007, Center for Advanced Learning was authorized by the LAUSD Board of Education to serve 328 students in grades TK-5.
Most Recent Renewal	The charter was renewed on December 13, 2016, with benchmarks, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 360 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30,

	Center for Advanced Learning
Most Recent Renewal (cont.):	2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Center for Advanced Learning expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 13, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following benchmarks to Center for Advanced Learning: CAL's Governing Board will notify CSD in writing upon implementation and completion of the following actions taken at its November 21, 2016 Board meeting: • 30-day transition timeline for the Executive Director's resignation (already provided to and accepted) • Receiving training in the Brown Act compliance and financial oversight by January 31, 2017 • 90-day transition timeline from its current back office services provider, Bali Business • Directing a new back office services provider to coordinate the sale and liquidation of assets recovered from Rowland Heights Charter Academy (RHCA) • Directing the Board's Finance Committee to review and address financial issues identified by CSD in oversight Moreover, CAL's Governing Board must: • Provide the approved and revised version of the Local Control Accountability Plan to Los Angeles County Office of Education and CSD by January 31, 2017 • Update its Fiscal Policies and Procedures by May 1, 2017 Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Center for Advanced Learning submitted its renewal petition application on December 12, 2024. The 90-day statutory timeline for Board action on the petition runs through March 12, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Center for Advanced Learning implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Center for Advanced Learning participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. **Charter School Operator**

Center for Advanced Learning is operated by Center for Advanced Learning, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

III. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Center for Advanced Learning has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. Although Charter School's schoolwide outcomes were lower than the state for three consecutive years, all numerically significant student groups were higher than the state in ELA and Math in all three years. Additionally, Charter School outperformed the state in ELPI in two of the three most recent years. Charter School did not provide verified data for consideration.

Please see the attached Center for Advanced Learning data set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Center for Advanced Learning Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Orange	Yellow	Orange	Not Applicable	Orange	Not Applicable	Blue
2023-2024	Yellow	Orange	Red	Not Applicable	Red	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for all three numerically significant student groups.

Center for Advanced Learning - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-23.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-21.0	Low	-38.6	Higher
English Learner	Met	Low	-32.3	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-21.6	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-29.7**	**-5.8**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-31.1	-10.1	Orange	-40.2	Higher
English Learner	Met	Orange	-53.1	-20.8	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-30.8	-9.2	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-23.5**	**6.3**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-23.9	7.3	Orange	-39.3	Higher
English Learner	Met	Yellow	-38.8	14.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-26.1	4.8	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. <u>Math Indicator</u>

In 2022, 2023, and 2024 in Math, the Charter School's DFS was lower than the state for All Students, and higher than the state for all three numerically significant student groups.

Center for Advanced Learning - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-64.1**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-63.8	Low	-83.4	Higher
English Learner	Met	Low	-72.5	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-64.2	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-54.5**	**9.6**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-54.4	9.4	Orange	-80.8	Higher
English Learner	Met	Yellow	-66.2	6.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-54.2	9.9	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-55.5**	**-1.0**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-55.4	-1.0	Orange	-79.2	Higher
English Learner	Met	Orange	-65.5	0.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-56.3	-2.1	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. <u>English Learner Progress Indicator</u>

In 2022, on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Red was lower than the state's color of Orange. The charter school's English Learner Progress Rate was lower than the state's rate.

In order to increase student outcomes on the ELPI, Charter School's leadership shared that the school is taking several steps, including hiring a new English Learner Coordinator, providing professional development with a focus on integrated English Language Development, and providing targeted and differentiated instruction to students based on ELPAC levels.

Center for Advanced Learning - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	53.3%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	50.6%	-2.7%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Center for Advanced Learning - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	36.6%	-14.0%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for one of four numerically significant student groups, and lower than the state for three numerically significant student groups. In 2023, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups. In 2024, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all four numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Not Met" in 2023, and "Met" in 2024.

k. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Benchmark 1:
30-day transition timeline for the Executive Director's resignation (already provided to LAUSD and accepted)

Benchmark 1 was met. The Executive Director's resignation was effective December 21, 2016.

Benchmark 2:
Receiving training in the Brown Act compliance and financial oversight by January 31, 2017

Benchmark 2 was met. The aforementioned training was provided to Charter School's governing board on January 28, 2017.

Benchmark 3:
90-day transition timeline from its current back office services provider, Bali Business

Benchmark 3 was met. Charter School transitioned to a new back office service provider effective February 17, 2017.

Benchmark 4:
Directing a new back office services provider to coordinate the sale and liquidation of assets recovered from Rowland Heights Charter Academy (RHCA)

Benchmark 4 was met. Charter School, with the support of its new back office services provider, completed the liquidation of assets recovered from RHCA.

Benchmark 5:
Directing the Board's Finance Committee to review and address financial issues identified by CSD in oversight

Benchmark 5 was met. Charter School's governing board approved revised fiscal policies on April 14, 2017 to further strengthen its review of the charter school's fiscal operations and finances. Updates included the inclusion of the charter school's check register, monthly bank statements, and bank reconciliations as part of the school's financial reports to be reviewed by the finance committee and the scheduling of meetings between the finance committee and school leadership prior to board meetings to review the financial performance of the school and make recommendations to the board for their adoption or approval.

Benchmark 6:
Provide the approved and revised version of the Local Control Accountability Plan to Los Angeles County Office of Education and CSD by January 31, 2017

Benchmark 6 was met. The school provided a revised 2016-2017 LCAP reviewed and approved by the governing board on January 30, 2017.

Benchmark 7:
Updating its Fiscal Policies and Procedures by May 1, 2017

Benchmark 7 was met. As previously stated in Benchmark 5 above, the school revised its fiscal policies on April 14, 2017. Within the current charter term, the charter school has continued to revise its fiscal policies to strengthen the school's internal controls. The CSD has continued to monitor the school's fiscal policies and its adherence to them through oversight.

IV. **ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Center for Advanced Learning's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

V. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

Center for Advanced Learning did not submit verified data for consideration as part of its renewal application.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Center for Advanced Learning's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)
Net Assets	$1,246,919	$1,397,894	$1,301,601	$2,074,232	$2,116,272
Net Income/Loss	($261,550)[1]	$150,975	($96,293)[2]	$772,631	$42,040
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[3]	307	297	277	260	248

[1]The net loss in Fiscal Year 2019-2020 was primarily attributed to a revenue decrease of approximately $534K caused by enrollment declines. This was offset by the $381K in revenue recognized from the forgiveness of a Paycheck Protection Program (PPP) loan.

[2]The net loss in Fiscal Year 2021-2022 was primarily due to higher expenditures incurred to meet student safety requirements related to the COVID-19 pandemic.

[3]Center for Advanced Learning proposes to decrease its enrollment capacity to 321 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. <u>2023-2024 Independent Audit Report</u>
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. <u>Other Significant Fiscal Information</u>
As noted above, Center for Advanced Learning has met all the LAUSD approved benchmarks in the operative charter.

Center for Advanced Learning

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	3284	Center for Advanced Learning	All Students	144	-23.9	Low	-12.2	Low	Lower	134	Orange	-29.7	-5.8	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--
				Asian	0	--	--	63.0	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2.0	Maintained	--
				English Learner	67	-32.3	Low	-61.2	Low	Higher	61	Orange	-53.1	-20.8	Declined Significantly	Orange	-67.7	-6.5	Declined	Higher
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44.0	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--
				Latino	138	-21.0	Low	-38.6	Low	Higher	130	Orange	-31.1	-10.1	Declined	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	136	-21.6	Low	-41.4	Low	Higher	130	Orange	-30.8	-9.2	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	12	-0.8	No Performance Level	-97.3	Very Low	--	16	No Color	-38.8	-38.0	Declined Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement. California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files

Center for Advanced Learning

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	3284	Center for Advanced Learning	All Students	144	-64.1	Low	-51.7	Low	Lower	134	Yellow	-54.5	9.6	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	67	-72.5	Low	-92.0	Low	Higher	61	Yellow	-66.2	6.3	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	138	-63.8	Low	-83.4	Low	Higher	130	Yellow	-54.4	9.4	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	136	-64.2	Low	-84.0	Low	Higher	130	Yellow	-54.2	9.9	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	12	-14.0	No Performance Level	-130.8	Very Low	--	16	No Color	-55.5	-41.5	Declined Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Math Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files

Center for Advanced Learning

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State			
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	5	3284	Center for Advanced Learning	English Learner	75	53.3%	Medium	50.3%	Medium	Higher	83	Orange	50.6%	-2.7%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	110	105	95.5%	Yes
2023	108	108	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
Data Sources: California School Dashboard Research data files

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Center for Advanced Learning		State
ELs Who Progressed at Least One ELPI Level	53.3%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	28.0%	31.4%
ELs Who Decreased at Least One ELPI Level	18.7%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Center for Advanced Learning		State
ELs Who Progressed at Least One ELPI Level	50.6%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.6%	32.7%
ELs Who Decreased at Least One ELPI Level	10.8%	18.6%

Center for Advanced Learning

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
E	5	3284	Center for Advanced Learning	All Students	291	33.0%	Very High	30.0%	Very High	Higher	270	Orange	32.2%	-0.8%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	116	29.3%	Very High	33.6%	Very High	Lower	112	Orange	25.9%	-3.4%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	15	33.3%	No Performance Level	45.1%	Very High	--	12	No Color	25.0%	-8.3%	Declined	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	278	33.1%	Very High	35.8%	Very High	Lower	262	Orange	32.1%	-1.0%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	268	32.5%	Very High	37.4%	Very High	Lower	259	Orange	30.9%	-1.6%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	30	50.0%	Very High	39.6%	Very High	Higher	32	Orange	43.8%	-6.3%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	0	--	--	--	--	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files

Center for Advanced Learning

[Suspension Rate Indicator](#)

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	5	3284	Center for Advanced Learning	All Students	303	0.7%	Low	3.1%	Medium	Lower	278	Blue	0.0%	-0.7%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	121	0.8%	Low	3.2%	Medium	Lower	116	Blue	0.0%	-0.8%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	17	0.0%	No Performance Level	5.5%	High	--	12	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	--
				Latino	290	0.7%	Low	3.3%	Medium	Lower	269	Blue	0.0%	-0.7%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	275	0.7%	Low	4.0%	Medium	Lower	266	Blue	0.0%	-0.7%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	31	0.0%	Very Low	5.4%	High	Lower	32	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files

Center for Advanced Learning

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group																				
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	3284	Center for Advanced Learning	247	95.5%	0.0%	0.0%	0.0%	5.7%	39.7%	0.0%	0.0%	16.2%	94.3%	0.0%	0.0%	0.0%	96.0%	9.3%	0.0%	0.0%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																				
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	3284	Center for Advanced Learning	260	93.8%	0.0%	0.0%	0.0%	2.7%	41.2%	0.0%	0.0%	4.6%	97.3%	0.0%	0.0%	0.0%	95.0%	10.0%	0.0%	0.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Center for Advanced Learning

RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	5	3284	Center for Advanced Learning	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: *Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesreclass.asp

Center for Advanced Learning

Long-Term English Learners (LTEL) and "At-Risk"

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| RG | BD | Loc Code | School | English Learners | 2022-2023 | | | | 2023-2024 | | | |
| | | | | | School | | State | | School | | State | |
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				LTEL 6+ Years	0	0.0%	226,535☐	11.1%☐	0	0.0%	211,218	10.6%
				At-Risk 4-5 Years	23	17.4%	144,190☐	7.1%	15	12.8%	136,190	6.8%
				EL 0-3 Years	66	50.0%	505,487☐	24.8%	67	57.3%	519,652	26.0%
E	5	3284	Center for Advanced Learning	EL 4+ Years Not At-Risk or LTEL	18	13.6%	236,323☐	11.6%	16	13.7%	207,773	10.4%
				EL total	107	81.1%	1,112,535	54.5%	98	83.8%	1,074,833	53.8%
				RFEP	25	18.9%	927,723☐	45.5%☐	19	16.2%	924,460	46.2%
				Total (Ever)	132	100.0%	2,040,258	100.0%	117	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Center for Advanced Learning

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended   Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	5	3284	Center for Advanced Learning	247	23	9.3%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	5	3284	Center for Advanced Learning	260	26	10.0%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	3284	Center for Advanced Learning	87.0%	13.0%	3	0	0	0	0	0	0	0	2	0	5	13	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	3284	Center for Advanced Learning	84.6%	15.4%	4	0	0	0	0	0	0	0	3	0	3	16	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Center for Advanced Learning

LAUSD Location Code: 3284   Region: East   Board District: 5

[Academic Performace - English Language Arts]

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	134	Orange	-29.7	-5.8	Declined	Orange	-13.6	-1.4	Maintained	Lower	122	Yellow	-23.5	6.3	Increased	Orange	-13.2	0.4	Maintained	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	0	--	--	--	--	Orange	-49.0	-1.1	Maintained	--
Asian	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--	0	--	--	--	--	Blue	60.7	-1.2	Maintained	--
Black or African American	*	No Color	--	--	No Change Level	Orange	-59.6	-2.0	Maintained	--	*	No Color	--	--	No Change Level	Orange	-58.9	0.8	Maintained	--
English Learner	61	Orange	-53.1	-20.8	Declined Significantly	Orange	-67.7	-6.5	Declined	Higher	56	Yellow	-38.8	14.3	Increased	Orange	-67.6	0.2	Maintained	Higher
Filipino	0	--	--	--	--	Green	44.0	1.1	Maintained	--	0	--	--	--	--	Blue	45.8	1.8	Maintained	--
Foster Youth	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--	0	--	--	--	--	Red	-87.3	1.9	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	11	No Color	-49.9	--	No Change Level	Red	-70.4	-2.5	Maintained	--
Latino	130	Orange	-31.1	-10.1	Declined	Orange	-40.2	-1.7	Maintained	Higher	116	Yellow	-23.9	7.3	Increased	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-109.6	3.4	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--	0	--	--	--	--	Orange	-34.7	-2.2	Maintained	--
Socioeconomically Disadvantaged	130	Orange	-30.8	-9.2	Declined	Orange	-42.6	-1.2	Maintained	Higher	119	Yellow	-26.1	4.8	Increased	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	16	No Color	-38.8	-38.0	Declined Significantly	Red	-96.3	1.8	Maintained	--	*	No Color	--	--	No Change Level	Red	-95.6	0.7	Maintained	--
Two or More Races	0	--	--	--	--	Green	24.3	-0.8	Maintained	--	0	--	--	--	--	Green	24.3	0.0	Maintained	--
White	0	--	--	--	--	Green	20.8	-1.2	Maintained	--	0	--	--	--	--	Green	19.2	-1.6	Maintained	--

[Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).]

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceonomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2024	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2024	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

[Data Sources: California School Dashboard Research data files.]

Center for Advanced Learning

LAUSD Location Code: 3284   Region: East   Board District: 5

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

Student Group	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	School 2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	134	Yellow	-54.5	9.6	Increased	Orange	-49.1	2.6	Maintained	Lower	125	Orange	-55.5	-1.0	Maintained	Orange	-47.6	1.5	Maintained	Lower
American Indian or Alaska Native	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--	0	--	--	--	--	Orange	-86.6	0.7	Maintained	--
Asian	0	--	--	--	--	Blue	50.8	2.3	Maintained	--	0	--	--	--	--	Blue	49.5	-1.3	Maintained	--
Black or African American	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--	*	No Color	--	--	No Change Level	Red	-102.2	2.4	Maintained	--
English Learner	61	Yellow	-66.2	6.3	Increased	Orange	-93.4	-1.4	Maintained	Higher	59	Orange	-65.5	0.7	Maintained	Orange	-93.4	0.0	Maintained	Higher
Filipino	0	--	--	--	--	Green	7.4	4.8	Increased	--	0	--	--	--	--	Green	10.4	3.0	Increased	--
Foster Youth	0	--	--	--	--	Red	-127.4	1.4	Maintained	--	0	--	--	--	--	Red	-125.1	2.3	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--	14	No Color	-74.9	--	No Change Level	Red	-106.0	-4.7	Maintained	--
Latino	130	Yellow	-54.4	9.4	Increased	Orange	-80.8	2.6	Maintained	Higher	119	Orange	-55.4	-1.0	Maintained	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-163.5	-0.4	Maintained	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--	0	--	--	--	--	Orange	-72.5	-1.2	Maintained	--
Socioeconomically Disadvantaged	130	Yellow	-54.2	9.9	Increased	Yellow	-80.8	3.2	Increased	Higher	122	Orange	-56.3	-2.1	Maintained	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	16	No Color	-55.5	-41.5	Declined Significantly	Orange	-127.3	5.5	Increased	--	8	No Color	--	--	No Change Level	Red	-124.3	2.9	Maintained	--
Two or More Races	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--	0	--	--	--	--	Yellow	-5.3	2.1	Maintained	--
White	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--	0	--	--	--	--	Yellow	-10.3	0.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2024	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2024	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files.

Center for Advanced Learning

LAUSD Location Code: 3284   Region: East   Board District: 5

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator

Student Group	2023 School					2023 State				School to State ELPI Comparison	2024 School					2024 State				School to State ELPI Comparison
	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level		Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2024 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2024 Change	State 2024 Change Level	
English Learner	83	Orange	50.6%	-2.7%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher	71	Red	36.6%	-14.0%	Declined Significantly	Orange	45.7%	-3.0%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	45.8%	-3.9%	Declined	--

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2024	105	105	100%	Yes
2023	108	108	100%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2024 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Center for Advanced Learning		State
ELs Who Progressed at Least One ELPI Level	33.8%	43.8%
ELs Who Maintained ELPI Level 4	2.8%	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	28.2%	34.9%
ELs Who Decreased at Least One ELPI Level	35.2%	19.4%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Center for Advanced Learning		State
ELs Who Progressed at Least One ELPI Level	50.6%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.6%	32.7%
ELs Who Decreased at Least One ELPI Level	10.8%	18.6%

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
Data Sources: California School Dashboard Research data files.

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[Chronic Absenteeism](#)

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2024 Performance Level (color)	School 2024 Chronic Absenteeism Percentage	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Chronic Absenteeism Percentage	State 2024 Change	State 2024 Change Level	School to State Chronic Absenteeism Percentage Comparison
All Students	270	Orange	32.2%	-0.8%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Higher	260	Red	33.1%	0.9%	Increased	Yellow	18.6%	-5.7%	Declined	Higher
American Indian or Alaska Native	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	0	--	--	--	--	Yellow	30.6%	-5.4%	Declined	--
Asian	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--	0	--	--	--	--	Green	7.5%	-2.5%	Declined	--
Black or African American	*	No Color	--	--	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--	15	No Color	46.7%	0.0%	No Change Level	Yellow	31.3%	-5.1%	Declined	--
English Learner	112	Orange	25.9%	-3.4%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower	108	Red	33.3%	7.4%	Increased	Yellow	20.1%	-6.1%	Declined	Higher
Filipino	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--	0	--	--	--	--	Green	9.6%	-4.2%	Declined	--
Foster Youth	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--	0	--	--	--	--	Yellow	30.5%	-3.1%	Declined	--
Homeless Youth	12	No Color	25.0%	-8.3%	Declined	Yellow	38.7%	-6.4	Declined Significantly	--	32	No Color	59.4%	34.4%	Increased	Yellow	32.7%	-6.0%	Declined	Higher
Latino	262	Orange	32.1%	-1.0%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Higher	245	Red	32.2%	0.2%	Maintained	Yellow	21.7%	-6.7%	Declined	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Yellow	23.9%	-4.3%	Declined	
Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--	0	--	--	--	--	Yellow	32.6%	-5.0%	Declined	--
Socioeconomically Disadvantaged	259	Orange	30.9%	-1.6%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Higher	248	Red	32.7%	1.8%	Increased	Yellow	23.4%	-6.6%	Declined	Higher
Students with Disabilities	32	Orange	43.8%	-6.3%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher	25	No Color	28.0%	-15.8%	Declined	Yellow	26.3%	-6.8%	Declined	--
Two or More Races	0	--	--	--	--	Yellow	21.6%	-3.5	Declined Significantly	--	0	--	--	--	--	Yellow	16.2%	-5.4%	Declined	--
White	*	No Color	--	--	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--	0	--	--	--	--	Yellow	13.5%	-4.9%	Declined	--

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[Data Sources: California School Dashboard Research data files.](#)

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[Suspension Rate Indicator](#)

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Suspension Rate Indicator - CA School Dashboard Indicator

Student Group	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2024 Performance level (color)	School 2024 Percentage of Students suspended at least once	School 2024 Change	School 2024 Change Level	State 2024 Performance level (color)	State 2024 Percentage of Students suspended at least once	State 2024 Change	State 2024 Change Level	School to State Suspensions Comparison
All Students	278	Blue	0.0%	-0.7%	Declined	Orange	3.5%	0.4%	Increased	Lower	262	Green	0.4%	0.4%	Increased	Green	3.2%	-0.3%	Declined	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--	0	--	--	--	--	Yellow	7.0%	-0.4%	Declined	--
Asian	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	--
Black or African American	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--	15	No Color	0.0%	--	No Change Level	Orange	8.4%	-0.4%	Declined	--
English Learner	116	Blue	0.0%	-0.8%	Declined	Orange	3.7%	0.5%	Increased	Lower	109	Yellow	0.9%	0.9%	Increased	Green	3.4%	-0.3%	Declined	Lower
Filipino	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--	0	--	--	--	--	Green	1.2%	-0.1%	Maintained	--
Foster Youth	0	--	--	--	--	Red	13.6%	1.2%	Increased	--	*	No Color	--	--	No Change Level	Orange	13.2%	-0.4%	Declined	--
Homeless Youth	12	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	--	32	No Color	0.0%	0.0%	Maintained	Yellow	5.7%	-0.8%	Declined	Lower
Latino	269	Blue	0.0%	-0.7%	Declined	Orange	3.8%	0.5%	Increased	Lower	247	Green	0.4%	0.4%	Increased	Green	3.4%	-0.4%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	8.1%	-0.9%	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--	0	--	--	--	--	Green	4.4%	-0.5%	Declined	--
SocioeconomicMRy Disadvantaged	266	Blue	0.0%	-0.7%	Declined	Orange	4.5%	0.5%	Increased	Lower	250	Green	0.4%	0.4%	Increased	Green	4.0%	-0.5%	Declined	Lower
Students with Disabilities	32	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower	25	No Color	0.0%	0.0%	Maintained	Yellow	5.4%	-0.5%	Declined	--
Two or More Races	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--	0	--	--	--	--	Green	3.0%	-0.3%	Declined	--
White	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--	0	--	--	--	--	Green	2.6%	0.3%	Declined	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

[Data Sources: California School Dashboard Research data files](#)