

## School Accountability Report Card Reported for School Year 2014-2015

*Published During 2013-2014*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

### II. About This School

#### **Contact Information (School Year 2009-10)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	The Center for Learning Unlimited	<b>District Name</b>	Torrance USD
<b>Street</b>	2785 Pacific Coast Hwy, Suite G	<b>Phone Number</b>	310-533-6500
<b>City, State, Zip</b>	Torrance, CA 90505	<b>Web Site</b>	www.tusd.org
<b>Phone Number</b>	310-997-1900	<b>Superintendent</b>	Dr. George Mannon
<b>Principal</b>	Dr. Virginia Mathews	<b>E-mail Address</b>	
<b>E-mail Address</b>	director@cflu.org	<b>CDS Code</b>	

## School Description and Mission Statement (School Year 2011-2012)

This section provides information about the school, its programs and its goals.

Founded in 1985, The Center is a small, highly specialized day school that serves both publicly and privately sponsored students in grades 3-12 from Los Angeles South Bay communities. Students at all grade levels participate in an enriched California state curriculum, adapted to meet their learning style needs. We are a best match for bright students identified as Asperger's Syndrome (ASD), Bipolar Disorder or PPD/PPD-NOS (Pervasive Developmental Disorder/-Not Otherwise Specified).

*Our mission is to reconnect, complex children with their academic, social and emotional potential and, thereby, empower them to engage as citizens of the 21st century.*

## Opportunities for Parental Involvement (School Year 2011-2012)

This section provides information about opportunities for parents to become involved with school activities.

For further information on The Parent Care group, please contact Dr. Virginia Mathews - [director@cflu.org](mailto:director@cflu.org)

## Student Enrollment by Grade Level (School Year 2014-2015)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Pre/Kindergarten	1	Grade 8	5
Grade 1	2	Ungraded Elementary	
Grade 2	0	Grade 9	2
Grade 3	4	Grade 10	3
Grade 4	0	Grade 11	1
Grade 5	2	Grade 12	2
Grade 6	2	Ungraded Secondary	
Grade 7	1	Total Enrollment	25

## Student Enrollment by Group (School Year 2014-2015)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	93
American Indian or Alaska Native		Multiple or No Response	
Asian	1	Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino	6	Students with Disabilities	100
Pacific Islander		n/a	n/a

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

CLU's safety plan includes, but is not limited to: safety kits, monthly fire drills, quarterly earthquake drills, and shelter-in-place drills.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School		
	2009-2010	2010-2011	2011-2012
<b>Suspensions</b>	0	0	0
<b>Expulsions</b>	0	0	0

## IV. School Facilities

### School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

*In May 2009, the Center relocated to 2785 Pacific Coast Hwy. We have increased our capacity to 30 students and have an outdoor playground.*

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			
	Exemplary	Good	Fair	Poor
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X		
<b>Interior:</b> Interior Surfaces	n/a	X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	X		
<b>Electrical:</b> Electrical	n/a	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X		
<b>Structural:</b> Structural Damage, Roofs	n/a	X		
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X		
<b>Overall Rating</b>		X		

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School
	2010-2011
<b>With Full Credential</b>	3
<b>Without Full Credential</b>	0

Teaching Outside Subject Area of Competence	n/a
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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-2012)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	11	n/a
Psychologist	2	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	2	n/a
Resource Specialist (non-teaching)	1	n/a
Other	n/a	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	CLU uses materials that are consistent with CA state standards	0
Mathematics	CLU uses materials that are consistent with CA state standards	0
Science	CLU uses materials that are consistent with CA state standards	0
History-Social Science	CLU uses materials that are consistent with CA state standards	0
Foreign Language	CLU uses materials that are consistent with CA state standards	0
Health	CLU uses materials that are consistent with CA state standards	0
Visual and Performing Arts	CLU uses materials that are consistent with CA state standards	0
Science Laboratory Equipment (grades 9-12)	CLU uses materials that are	0

	consistent with CA state standards	
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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School
	2011-2012
English-Language Arts	TBD
Mathematics	TBD
Science	TBD
History-Social Science	TBD

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Students

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School
	2011-2012
English-Language Arts	TBD
Mathematics	

## XI. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School		
	2009-2010	2010-2011	2011-2012
Dropout Rate (1-year)	0	0	0
Graduation Rate	3	1	2

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	41
Graduates Who Completed All Courses Required for UC/CSU Admission	2

### Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	n/a
English	2	n/a
Fine and Performing Arts	0	n/a
Foreign Language	2	n/a
Mathematics	2	n/a
Science	2	n/a
Social Science	2	n/a

## XII. Instructional Planning and Scheduling

### Professional Development

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

Staff members are carefully selected and must have knowledge of the needs of our students as well as commitments to the education of the students. Some of our staff are credentialed teachers in the state of California while other staff members are trained and have experience in other disciplines such as psychology/sociology.

- All paraprofessionals and credentialed teachers attend two weekly in-service workshops. Assistive technology and behavior management techniques are the focus.
- Prior to the start of the school year workshops in basic first aide, team building, child abuse reporting

(mandatory reporter obligation), sexual harassment are held for all faculty and staff.

All staff work as a team with the trans-disciplinary support of psychology, psychiatry, speech and language, occupational therapist, behaviorist.