

Citizen Learning Academy

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

“N/A” is listed where information is currently not available, not applicable, or required for NPS schools given the number of students enrolled within the school.

I. General Information

Contact Information

School Information		District Information	
School Name	Citizen Learning Academy	District Name	Los Angeles Unified School District
Principal	Jesse Ingram	Superintendent	Roy Romer
Street	6715 South Western Avenue	Street	333 South Beaudry Avenue
City, State, Zip	Los Angeles, CA 90047	City, State, Zip	Los Angeles, CA 90017
Phone Number	(323) 753 - 5211	Phone Number	(213) 241-1000
Fax Number	(323) 753 - 5214	Fax Number	N/A
Web Site	www.citizenlearningacademy.org	Web Site	www.lausd.net
E-mail Address	staff@citizenlearningacademy.org	E-mail Address	N/A
CDS Code	N/A	SARC Contact	N/A

School Description and Mission Statement

Our Mission

To successfully serve the growing Special Education needs of students in Los Angeles, Inglewood, and surrounding areas because every student counts. We want each student to become a self-motivated, self-sufficient, and responsible citizen.

School Description

Our school is a one-story facility comprised of three classrooms, kitchen, parlor, counseling room, administrative office, outdoor lunch area, and exterior playground. The program includes round-trip transportation and a nutritious breakfast and lunch daily.

Staff

Each classroom has a credentialed Special Education Teacher and a trained, certified teacher's aide. **In total, Citizen Learning Academy additively boasts over 120 years of general teaching experience, which includes 40 years of Special Education teaching experience.**

Opportunities for Parental Involvement

Contact Person Name	Crystal Ingram	Contact Person Phone Number	(323) 753 - 5211
<ul style="list-style-type: none"> ▪ Classroom Volunteer ▪ Field Trip Volunteer ▪ Book of the Month Volunteer ▪ Theme of the Month Volunteer ▪ Country of the Month Volunteer ▪ Club Volunteer ▪ After School 			

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	1
Grade 1		Grade 10	1
Grade 2		Grade 11	2
Grade 3	2	Grade 12	
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6			
Grade 7	1		
Grade 8	2		
Ungraded Elementary		Total Enrollment	9

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	N/A	N/A	Hispanic or Latino	N/A	N/A
American Indian or Alaska Native	N/A	N/A	Pacific Islander	N/A	N/A
Asian	N/A	N/A	White (Not Hispanic)	N/A	N/A
Filipino	N/A	N/A	Multiple or No Response	N/A	N/A

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	8/1/05	Date Last Discussed with Staff	3/1/06
<p>Citizen Learning Academy makes every effort to provide a clean and safe environment for learning. Our facility has a state-of-the-art fire alarm system that is tested every three months by Protection One. Fire, Earthquake, and Disaster preparedness drills are held monthly. Fire exits are posted throughout the school. Fire extinguishers are displayed in the appropriate areas. Additionally, the school has Bus Safety Rules and Regulations.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Our school provides a disciplined and stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Non- Athletic Activities Awards:

- Our CLA store program where students can shop for a variety of gifts with points that they have earned due to academic accomplishments
- Collecting of States' quarters rewards program
- Math Competitions
- Student of the Month Program
- Improved Behavior Program
- Character Development Program

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	N/A	N/A	0	N/A	N/A	N/A
Rate of Suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Number of Expulsions	N/A	N/A	0	N/A	N/A	N/A
Rate of Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Citizen Learning Academy is fully invested in ensuring the school facilities are clean, safe, and functional. The school has established cleaning standards that are strictly followed by the appropriate staff. Food service and restroom facilities are given the highest priority on a daily basis to ensure the health and safety of the students and staff. Classrooms are kept clean as well.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		

Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data			API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	N/A	N/A	N/A	Percent Tested	N/A	N/A	N/A
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Statewide Rank	N/A	N/A	N/A				

Similar Schools Rank	N/A	N/A	N/A	
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API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Asian				Asian			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Filipino				Filipino			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Hispanic or Latino				Hispanic or Latino			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
Pacific Islander				Pacific Islander			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A
White (not Hispanic)				White (not Hispanic)			
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A

API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	N/A	N/A	N/A	API Growth Score	N/A	N/A	N/A
Growth Target	N/A	N/A	N/A	Actual Growth	N/A	N/A	N/A

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	N/A	N/A	N/A	N/A	N/A	N/A

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement (Implementation Level)	N/A	N/A
Year Exited Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of Dropouts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	N/A
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	N/A

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	1	2	2
Teachers with Full Credential	1	2	2
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	N/A	0	0
Teachers in Alternative Routes to Certification (district and university internships)	N/A	0	0
Pre-Internship	N/A	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	N/A	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	N/A	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments	N/A	N/A	N/A

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate		1.5%
Master's Degree plus 30 or more semester hours		14.9%
Master's Degree	100%	11.8%
Bachelor's Degree plus 30 or more semester hours		35.7%
Bachelor's Degree	100%	34.9%
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers. In order to ensure continued development of professional skills, staff participates in the following growth opportunities:

- 1) Staff Meetings
- 2) Staff Development Sessions
- 3) District Sponsored Development Classes

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Citizen Learning Academy has not experienced difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Our school is fortunate to have staff and local/community relationships to leverage from when in need of certified substitute teachers.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0.0
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

General

Citizen Learning Academy's (CLA) current curriculum follows the Curriculum Frameworks for California Public Schools (Kindergarten through Grade Twelve). Focus is placed on California content standards, which ensures an in-depth study and chronological sequence of the core subjects. CLA's actual instruction is based on the District's Guidelines for Primary and Secondary Instruction. Given a specific direction for remediation, instructional materials are selected to support the goals and objectives as set forth in each student's Individualized Education Program (IEP).

Leadership

CLA has a strong leadership team and staff with extensive experience and credentials. In total, our staff additively boasts over 120 years of general teaching experience which includes over 40 years of special education teaching experience. Our lead administrators all have at least a bachelor's degree or higher. This is all combined with a small school environment that is strongly conducive to learning coupled with love, dedication, and commitment.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Citizen Learning Academy provides professional development to all staff as it relates to ensuring the implementation of standards-based core instruction. This includes ensuring that all staff has readily access to the Curriculum Frameworks for California Public Schools (Kindergarten through Grade Twelve). Focus is placed on California content standards, which ensures an in-depth study and chronological sequence of the core subjects. Secondly, CLA attempts leverage all of the training provided by the local Districts and California Department of Education (CDE). For example, CLA frequently leverages the information and training modules provided by CDE on the California Services for Technical Assistance and Training (CalSTAT) website. Additionally, CLA, at minimum, conducts quarterly meetings to receive feedback from its staff concerning what additional professional development trainings they would like to receive within the academic school year.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	High Quality: Grades K – 12
Mathematics	High Quality: Grades K – 12
Science	High Quality: Grades K – 12
History-Social Science	High Quality: Grades K – 12

CLA's Standards – Based Curriculum Books (Primary Textbooks List)

- A. Language Arts / Reading
 - o Elementary – SRA Open Court
 - o Secondary – Scholastic Scope Literature
Scholastic Literacy Place
Fearon's Practical English
- B. Mathematics
 - o Elementary – Harcourt Math (California Edition)
 - o Secondary – Pacemaker Pre-Algebra
Pacemaker Algebra 1
Pacemaker Geometry
- C. Science
 - o Elementary – Concepts In Science
 - o Secondary – Pacemaker Science
Pacemaker Biology
- D. Social Science /History
 - o Elementary – Houghton Mifflin Social Studies
 - o Secondary – Pacemaker United States History
Fearon World History

Reading Program

SRA Open Court, Scholastic Literacy Place, and Hooked on Phonics are some of the programs we use which are designed for students who need a systematic learning experience with direct teaching of concepts and skills through multi-sensory techniques. Focus is placed in the areas of linguistics to help students master decoding skills, reading comprehension, and written expression. Every student has textbooks and pertaining materials.

Math Program

Citizen Learning Academy uses district-approved books in order to improve the student's overall mathematics performance through focused instruction. These books focus on core content and skill building at every grade level. The program functions as an individualized diagnostic and prescriptive tool in which the students' deficiencies can be easily recognized and practice exercises can provide re-teaching of core content. Every student has a textbook and workbook.

Science Program

The Open Court Series include Science themes at each elementary grade level. Middle and High School students use district-approved textbooks for this subject. When necessary, the learning is hands-on and coordinated with other activities.

Social Studies Program

The Open Court Series include Social Studies' themes at each elementary grade level. Middle and High School students use district-approved textbooks for this subject. When necessary, the learning is hands-on and coordinated with other activities.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient: Grades K – 12
Mathematics	Sufficient: Grades K – 12
Science	Sufficient: Grades K – 12
History-Social Science	Sufficient: Grades K – 12
Foreign Language	Sufficient: Grades K – 12
Health	Sufficient: Grades K – 12
Science Laboratory Equipment (grades 9-12)	Sufficient: Grades K – 12

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	65,100	36,000
1	65,100	50,400
2	65,100	50,400
3	65,100	50,400
4	65,100	54,000
5	65,100	54,000
6	65,940	54,000
7	65,940	54,000
8	65,940	54,000
9	65,940	64,800
10	65,940	64,800
11	65,940	64,800
12	65,940	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	210 days	180 days
10	210 days	180 days
11	210 days	180 days
12	210 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

None/ Zero

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	N/A	N/A	N/A
Computer Science	N/A	N/A	N/A
English	N/A	N/A	N/A
Foreign Language	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Science	N/A	N/A	N/A

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
N/A	N/A	N/A

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
N/A	N/A	N/A

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percent of Grade 12 Enrollment Taking Test	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Average Verbal Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Average Math Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Pertinent classes are available for SAT/ACT tests preparation program.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Pertinent classes are taught as part of transition program.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
N/A	N/A	N/A	N/A	N/A	N/A	N/A

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
N/A	N/A	N/A	N/A

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

District Support – The funding for students to attend Citizen Learning Academy comes from the District in which student resides. Some of the services provide are transportation, 1-1 aide, counseling, and speech.