

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

For Creative Learning Center

Address: 2100 Woods Lane Los Altos, CA 94024 **Phone:** Creative Learning Center
Principal: Tamila Sayar **Grade Span:** PK-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2017–18)

District Name	Los Altos School District
Phone Number	650-947-1150
Superintendent	www.lostaltos.k12.ca.us
E-mail Address	Jeff Baier
Web Site	jpaier@lasdschools.org

School Contact Information (School Year 2017–18)

School Name	Creative Learning Center
Street	2100 Woods Lane
City, State, Zip	Los Altos, CA 94024
Phone Number	650-964-4330
Principal	Tamila Sayar
E-mail Address	tamila@clcsped.com
Web Site	www.clcsped.com
County-District-School (CDS) Code	43-69518-6130009(District)/43-69518-610009(School)

School Description and Mission Statement (School Year 2017–18)

School Mission

Our mission is to provide a range of functional academic, independent living, prevocational, social, and behavioral services emphasizing the development of the whole person through the acquisition and enhancement of language, independence, social, academic, and behavioral skills. Each individual is provided with the tools and support to participate in society to his/her fullest potential. Creative Learning Center believes every student has a right and responsibility to learn, every teacher has a right and responsibility to teach, and every parent has the right and responsibility to support a home/school partnership for student learning.

School Description

Creative Learning Center (CLC) is a Non-Public School providing services to Students diagnosed with Autism and other similar disorders in grades Pre-K-12 [ages 2-19]. Students attend from 8:30 am to 2:30 pm on Mondays, Tuesdays, Thursdays and Fridays and from 8:30 am to 12:30 pm on Wednesdays. The program and Curriculum has an educational focus based on developmentally appropriate functional skills and core academics. Classrooms are organized by age, grade and ability as well as the make up of the classroom to help ensure success. There are individual stations as well as central areas where students can work individually or in small groups. Individual SLP and OT services are serviced to students in accordance to their IEP requirements. OT and SLP are also assigned to each classroom to ensure there is access to appropriate language and sensory building materials and areas. There are credentialed Special Education Teachers and BCBA's also assigned to each classroom to ensure the implementation all of the individual students IEP goals and objectives. The 1:1 instructional assistants are trained to be ABA therapist and classroom instructional assistants. They rotate from student to student as needed and as appropriate to ensure generalization. Each classroom has a schedule that they follow where they address the different subjects. Subjects and students rotate every 30-60 minutes depending on students needs. Students receive SLP and OT individually or in small groups depending on the students IEP requirements. These services can take place in the classroom or in the designated OT/SLP areas. Visual schedules and communication devices are used as appropriate in relation to the students IEP and as provided from the school districts or parents. Computers and Ipads are available to students to address alternative learning styles as needed. All of the student's academic, behavior, social, Language, Gross Motor, fine motor, independent Living and Vocational IEP goals are addressed on the CLC site and in the community as appropriate. Extra curricular activities such as music, art, dance; yoga and sports are available to students during the school day. CLC utilizes Applied Behavior Analysis (ABA), SCERTS, Pivotal Response, TEACCH, Floor Time, DIR, and other techniques as indicated to meet each child's needs and IEP plan. Teaching methods and behavior management are positive and individualized in response to each child's temperament, learning style, developmental level and interests. CLC provides a positive behavior program in which natural reinforcers are used as rewards for compliance and good behavior, depending on the individual child's ability/needs. Although CLC has a strong focus on academics, it is not a diploma track school. CLC is a certificate bound program with an emphasis on Education and function skill building in accordance to the individual students needs and IEP goals and objectives. All students have a combination of 1:1 and small group teaching as appropriate. All subjects, goals and objectives require daily data collection by the trained classroom therapists and instructional assistants. The program has a multi-faceted approach consisting of structured visual teaching through the utilization of ABA, TEACCH, Pivotal Response, and other therapy, as well as, teaching strategies from SCERTS and incidental learning to develop relative and experiential learning. The state standards curriculum along with the common core curriculum is used when teaching students. This multi-faceted teaching approach leads to the acquisition of greater functional and independent skills across settings. The curriculum of Creative Learning Center reflects current "best practices" in education children on the Autism Spectrum in that it is developmentally based, while addressing goals on each student's I.E.P and guidelines as developed by Curriculum Development and Supplemental Materials Commission, adopted by the California State Board of Education.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	0
Grade 1	2
Grade 2	2
Grade 3	6
Grade 4	6
Grade 5	3
Grade 6	2
Grade 7	4
Grade 8	4
Ungraded Elementary	n/a
Grade 9	4
Grade 10	7
Grade 11	3
Grade 12	3
Ungraded Secondary	n/a
Total Enrollment	46

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	6%
American Indian or Alaska Native	0%
Asian	41%
Filipino	6%
Hispanic or Latino	13%
Native Hawaiian or Pacific Islander	0%
White	41%
Two or More Races	11%
Socioeconomically Disadvantaged	0%
English Learners	21%
Students with Disabilities	100%
Foster Youth	n/a

A. Conditions of Learning**State Priority: Basic**

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

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

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	4	4	5	DPL
Without Full Credential	1	1	1	DPL
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2017–18)**

Year and month in which the data were collected: DEC 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/ Journeys 2016	Yes	0%
Mathematics	Math in Focus	Yes	0%
Science	State Adopted	Yes	0%
History-Social Science	State Adopted	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	State Adopted	Yes	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

A safe campus and learning environment are of paramount importance to the CLC Staff and community. All facilities were found to be in good repair. CLC continues to update and make repairs as necessary to maintain a clean and safe facility for all staff and students.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: DEC 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			SITE EXAMINATION SCHEDULED EVERY 3 MONTHS
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			QUARTERLY INSPECTIONS SCHEDULED
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: DEC 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8, and 10)	--	--	--	--	--	--

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

Narrative provided by the LEA

CLC has created partnerships with local employers for Career Technical Education programs. Students participate in outings and tasks weekly. The partnerships are linked to student's interests and future career goals. Our Lead Vocational Specialist, Behaviorist, and Occupational Therapist participate in the outings with the students to take data on goals specific to the student's tasks. Additionally, they work closely with the classroom teacher to form relationships between the outings and the current lessons in the classroom.

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPL
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	0	0	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0	0	0	0

School Safety Plan (School Year 2017–18)

Narrative provided by the LEA

A safe campus and learning environment are of paramount importance to the CLC Staff and community. The plan is reviewed annually with staff as part of our regular emergency preparedness planning. CLC's Positive Behavior Management Policy and procedures are also reviewed regularly.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	NO	DPC
First Year of Program Improvement	NO	DPC
Year in Program Improvement	NO	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	2			7	2			7	2		
1	7	2			7	2			7	2		
2	7	2			7	2			7	2		
3	7	2			7	2			8	2		
4	7	2			7	2			8	2		
5	7	2			7	2			7	2		
6	7	2			7	2			7	2		
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	2			8	2			8	2		
Mathematics	8	2			8	2			8	2		
Science	8	2			8	2			8	2		
Social Science	8	2			8	2			8	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	1	N/A
Other	DPL	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2016–17)

<i>Narrative provided by the LEA</i>
<p>There are credentialed Special Education Teachers and BCBA's assigned to each classroom to ensure the implementation all of the individual students IEP goals and objectives. The 1:1 instructional assistants are trained to be ABA therapist and classroom instructional assistants. They rotate from student to student as needed and as appropriate to ensure generalization. Students receive SLP and OT individually or in small groups depending on the students IEP requirements. These services can take place in the classroom or in the designated OT/SLP areas. Visual schedules and communication devices are used as appropriate in relation to the students IEP and as provided from the school districts or parents. Computers and iPads are available to students to address alternative learning styles as needed.</p>

Teacher and Administrative Salaries (Fiscal Year 2015–16)

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016–17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	DPC

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

* Where there are student course enrollments of at least one student.

Professional Development

Narrative provided by the LEA

Per the California Department of Education, non public schools are not required to provide salary or professional development information for the SARC report.