Los Angeles Leadership Primary Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2670 Griffin Ave. Los Angeles, CA , 90031-2311	**Principal:**	Nereida Lopez, Principal
Phone:	(213) 381-8484	**Grade Span:**	K-5

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Nereida Lopez, Principal

⚲ Principal, Los Angeles Leadership Primary Academy

About Our School

Welcome to Les Angeles Leadership Primary Academy!

Dear Parents,

On behalf of the Los Angeles Leadership Primary Academy, I would like to welcome you back for the 2021-2022 school year. I hope you and your family have had a safe and healthy summer. It is an honor and privilege to enter serve as K-5 Principal for Los Angeles Leadership Primary Academy.

I recognize the circumstances that surround this school year are not what we expected, nor hoped for, but with the support of all of our families and stakeholders, we will ensure your child's success.

Throughout this unprecedented time, we continue with our commitment to cultivate the values of Leadership and Social Justice. These values provide the foundation for an academically focused environment in which our students are inspired to be Scholars, Activists, and Creators. I am certain that our teamwork towards our children's success will provide fruitful outcomes as the year progresses no matter the challenges.

As part of our shared responsibility, our teachers and I ask that you support your child's learning by ensuring that he/she: 1.) Has a workplace at home 2.) Attends all live zoom sessions 3.) Completes all learning assignments 4.) Maintains a regular evening and morning routine, including dressing appropriately for live sessions 5.) Maintains his/her school supplies organized

Now more than ever, I urge you to consider participating in school activities that help shape the learning environment at LALA Primary. You can be involved in the school by: 1) Joining our Parent-Teacher Council (PTC) 2) Joining our School Site Council or English Learner Advisory Council 3) Attending our monthly "Coffee with the Principal" 4) Participate in future fundraising activities

You may access the Parent-Student Handbook online at our website (laleadership.org) or request a paper copy in the office. Please review this handbook carefully and review rules and expectations with your child. You may contact your child's teacher or myself to discuss any questions or concerns you may have. It is very important that you and your child are fully informed regarding standards related to appropriate behavior, virtual and on campus, for a safe and productive school year. Remember, it will take all of us working together to continue accomplishing great things at LALA Primary!

If I can be of any assistance, please do not hesitate to contact me.

Respectfully,
Ms. Nereida López

Estimados Padres,

De parte de la Academia de Liderazgo de Los Ángeles, les quiero dar la bienvenida al nuevo año escolar, 2021-22. Espero que usted y su familia hayan tenido un verano saludable y seguro. Es un honor y privilegio continuar como la directora de la escuela Primaria.

Reconozco que las circunstancias que rodean este año escolar no son lo que esperábamos, pero con el apoyo de todas nuestras familias y miembros de la comunidad de LALA, aseguraremos el éxito de su hijo/a.

A lo largo de este tiempo inusual a causa de la pandemia, continuaremos con nuestro compromiso de cultivar en nuestros estudiantes los valores de Liderazgo y Justicia Social. Estos valores proporcionan la base para un entorno centrado en lo académico en el que nuestros alumnos se inspiran para ser Académicos, Activistas y Creadores. Estoy segura que nuestro trabajo en equipo enfocado en el éxito de nuestros niños proporcionara resultados fructíferos a través del año escolar, sin importar los desafíos que se presenten.

Como parte de nuestra responsabilidad compartida, nuestros maestros y yo les pedimos que apoyen el aprendizaje de su hijo/a asegurándose de que el/ ella: 1.) Tenga un lugar de trabajo en casa 2.) Asista a todas la sesiones de instrucción en vivo por medio de Zoom 3.) Complete todas las asignaturas/tareas de clase 4.) Mantenga rutinas regulares por la mañana y por la tarde, incluyendo el vestirse adecuadamente para las sesiones escolares en vivo. 5.) Mantenga organizados sus útiles escolares

Ahora, mas que nunca, les pido que consideren participar en las actividades escolares que ayudan a formar el entorno de aprendizaje en la Primaria. Puede participar en la escuela de las siguientes maneras: 1.) unirse a nuestro concilio de padres y maestros (PTC) 2.) unirse a nuestro concilio escolar o concilio asesor de estudiantes de ingles 3.) asistir a la reuniones mensuales "Café con la directora" 4.) Participar en futuras actividades de recaudación de fondos

Puede acceder el Manual para padres y estudiantes en línea en nuestro sitio web (laleadership.org) o solicitar una copia impresa en la oficina de la escuela. Por favor revise este manual cuidadosamente y repase las reglas y expectativas con su hijo/a. Puede comunicarse con el maestro de su hijo/a o conmigo misma para conversar sobre cualquier pregunta o inquietud que sobre el manual. Es muy importante que usted y su hijo/a estén completamente informados sobre los estándares relacionados con el comportamiento apropiado, virtual y en el plantel, para un año escolar seguro y fructoso. Recuerde, ¡será necesario que todos trabajemos juntos para continuar logrando grandes cosas en la Primaria de LALA!

Si puedo ser de ayuda, no dude en comunicarse conmigo.

Atentamente,
Nereida López

Contact

Los Angeles Leadership Primary Academy
2670 Griffin Ave.
Los Angeles, CA 90031-2311

Phone: (213) 381-8484
Email: nlopez@laleadership.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Los Angeles Leadership Primary Academy
Street	2670 Griffin Ave.
City, State, Zip	Los Angeles, CA , 90031-2311
Phone Number	(213) 381-8484
Principal	Nereida Lopez, Principal
Email Address	nlopez@laleadership.org
Website	http://laleadership.org
County-District-School (CDS) Code	19647330124818

Last updated: 2/22/22

School Description and Mission Statement (School Year 2021—2022)

MISSION

The LALPA prepares urban students to succeed in secondary school, college, or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated, inquiry-based, and hands-on curriculum taught through dual immersion in Spanish and English challenges students to think critically and creatively. Supportive relationships among students, staff, and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

VISION STATEMENT

Our vision is to create a seamless educational transition for TK-12 students in a school system that is focused on a rigorous, academic, and social justice embedded curriculum. Students understand their role and responsibility as lifelong learners. They understand their obligation and responsibility to themselves and their community.

LALPA seeks to increase our students' ability to understand, communicate, and express their need for changes in their community. We target the next generation of students and instill a drive and desire to pursue higher education. Our ability to create a continuum of educational excellence will benefit the future leaders who graduate from LALPA.

Last updated: 2/15/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	52
Grade 2	48
Grade 3	62
Grade 4	52
Grade 5	61
Kindergarten	65
Total Enrollment	340

Last updated: 2/15/22
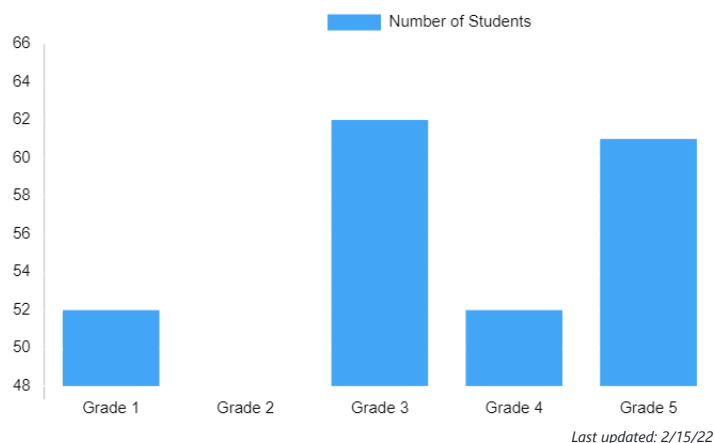
Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	53.50%
Male	46.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.90%
Black or African American	0.30%
Filipino	0.30%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.10%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	99.41%
Students with Disabilities	10.60%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Los Angeles Leadership Primary Academy engages students in purposeful reading and writing each day by exposing students to reading, w rating, and working with words in two languages to become truly bi-literate. Los Angeles Leadership Primary fully implements McGraw Hill's Wonders as its state-adopted Language Arts program. Wonders is a comprehensive K-5 ELA/ELD program built on the California Common Core Standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and careers in the 21st century. The fully connected Wonders programs: Wonders, Wonders for English Learners, and Maravillas all focus on the same Essential Question, vocabulary, skills, and strategies throughout a given week –whether students are in the core ELA classroom, participating in designated English Language Development instruction, or benefiting from intensive intervention support. Wonders connects ELA, integrated ELD, and designated ELD instruction seamlessly. Students move smoothly between ELA and ELD. Teachers also have access to a powerful, customizable lesson planner that combines whole-group and small-group instruction, ELA/ ELD, designated ELD time, and intervention instruction. Wonders can also be taught in a print, digital, or blended format. All print resources are available on an adaptive and customizable platform. With Maravillas (Spanish Language program), students also receive equitable, parallel dual immersion instruction. Maravillas helps students to become bi-literate, bicultural, and bilingual. This fully parallel Spanish program gives students access to a world of rich, authentic, Spanish-language literature	Yes	100%
Mathematics	Mathematics instruction at LALPA focuses on activities in which students are concentrated on a practice of thinking of mathematics in a critical way and establishing a solid procedural and conceptual understanding. Los Angeles Leadership Academy uses Houghton Mifflin Go Math! California, as the math curriculum. The program incorporates the CCSS Mathematical Practices in every lesson to develop mathematical thinking and features exploration-driven lessons that begin with problem-based situations and build to more abstract problems. Students use a variety of strategies in computation and problem solving and learn to represent their thinking with appropriate models. Go Math! combines 21st-century educational technology with modern content, interactivities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Students use the Online Student Edition or Write-in Student Edition as a resource.	Yes	100%
Science	Inspire Science for grades PreK–5 is designed to spark your elementary students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. With the proven 5E instructional framework, Inspire Science provides an in-depth, collaborative, evidence-based, and project-based learning experience to place elementary science students on the path to career and college readiness. Grades K–5 are built on the 5E instructional framework and integrate life, earth, and physical science. The consumable student edition is organized into four units with one to two modules per unit. Modules contain two to four lessons designed to inspire curiosity, investigation, and innovation.	Yes	100%
History-Social Science	In order to develop global citizens and agents of change, it is important for LALPA students to develop a strong sense of the historical, social, economic, and political trends, which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life; deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools. Teachers in the upper elementary grades use the Houghton Mifflin California Social Studies textbook as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. Primary grades do not utilize textbooks for social studies; teachers develop their own standards-based lesson plans.	Yes	100%
Foreign Language	N/A		0%
Health	N/A		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Readers Theater generates fluency in the participants reading through recurring exposure to plays and accelerates the understanding of the situation in the audience. It is an activity that integrates reading, speaking, listening, expressing, and learning into a single framework. Reader's Theater uses multi-leveled scripts to engage diverse students in improving their comprehension and fluency. Literary scripts enhance understanding of fiction and support cross-text analysis; content-area scripts expand students' academic vocabulary and knowledge, and Foundational skills scripts focus students on key aspects of literacy and language. Reader's Theater is comprised of multiple, grade-specific components, each of which utilizes the performing arts to improve student literacy skills. Content will be offered in both English and Spanish. The components include: · Nursery Rhymes and Songs: improves literacy with multi-leveled scripts based on classic rhymes and songs. · Folktales, Myths, and Legends: enriches literature study with multi-leveled scripts based on traditional genres. · Classics: engages middle school students in active learning about classic literature and oratory. · My First Reader's Theater: teaches high-frequency words and concepts about print through choral-reading scripts that support early reading strategies. · Content-Area Concepts: features multi-leveled scripts support core curriculum content through active learning for readers at early through fluent levels. · Reader's Theater Classics: Famous People, Famous Words: helps school students develop perspectives about historic authors and documents while bringing diverse eras, cultures, and genres to life through engaging multileveled scripts. · Word Plays: PLAYing with words helps improve language arts proficiency and strengthen foundational skills.	Yes	100%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/15/22

School Facility Conditions and Planned Improvements

No repair is needed at this time. The Primary Academy does quarterly maintenance on all area

Last updated: 2/15/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair is needed at this time.The Primary Academy does quarterly maintenance on all area
Interior: Interior Surfaces	Good	No repair is needed at this time.The Primary Academy does daily maintenance and monthly walk through of all interior Surfaces
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repair is needed at this time.The Primary Academy does a daily cleaning by staff and night cleaning by a contracted cleaning company 3 times a week, disinfection all classrooms on a daily basis, and deep cleaning before the beginning of each semester.
Electrical: Electrical	Good	No repair is needed at this time. The Primary Academy does an annual electrical test during the fall semester.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repair is needed at this time. Restrooms are cleaned three times a day and as needed.
Safety: Fire Safety, Hazardous Materials	Good	No repair is needed at this time.PS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed.
Structural: Structural Damage, Roofs	Good	No repair is needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	PS does daily cleaning and monthly Window s/Doors/Gate s/Fences w walkthrough

Overall Facility Rate

Year and month of the most recent FIT report: June 2020

Overall Rating	Good

Last updated: 2/15/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
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: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/22/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	167	95.98	4.02	26.95
Female	86	83	96.51	3.49	21.69
Male	88	84	95.45	4.55	32.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	170	164	96.47	3.53	26.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	79	98.75	1.25	12.66
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	165	95.93	4.07	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 2/22/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	166	95.40	4.60	12.05
Female	86	81	94.19	5.81	6.17
Male	88	85	96.59	3.41	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	170	163	95.88	4.12	12.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	78	97.50	2.50	3.85
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	164	95.35	4.65	11.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 2/22/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	174				
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/22/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/15/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	1.75	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/15/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	57	93.44	6.56	1.75
Female	31	29	93.55	6.45	0.00
Male	30	28	93.33	6.67	3.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	57	95.00	5.00	1.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	55	93.22	6.78	1.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/15/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

N/A

Last updated: 2/15/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/15/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 2/15/22

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 2020—2021)

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	--	--	--
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/15/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Parent Engagement
Parent involvement is a critical component for effective schooling and student achievement. Active and consistent parent engagement with regards to their student's education generally leads to higher levels of student academic achievement.

All activities are virtual for the current school year.

School Site Council
English Learner Advisory Committee
Parent Council
Parent Workshops
Classroom Volunteers
School Volunteers
Monthly Parent Meetings (Chat with the Principal)

Teacher-Led Workshops for Parents
New Parent Orientation
Kindergarten Orientation

Leadership Opportunities for Parents
Leadership opportunities for parents include participation in the following committees:
Advisory Committee
School Board of Directors
Welcome Week Committee
Communications Committee/Parent Representative for your child's advisory class
Teacher Appreciation Committee
College Committee
School Beautification Committee
Recruitment Committee

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	0.00%	0.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%
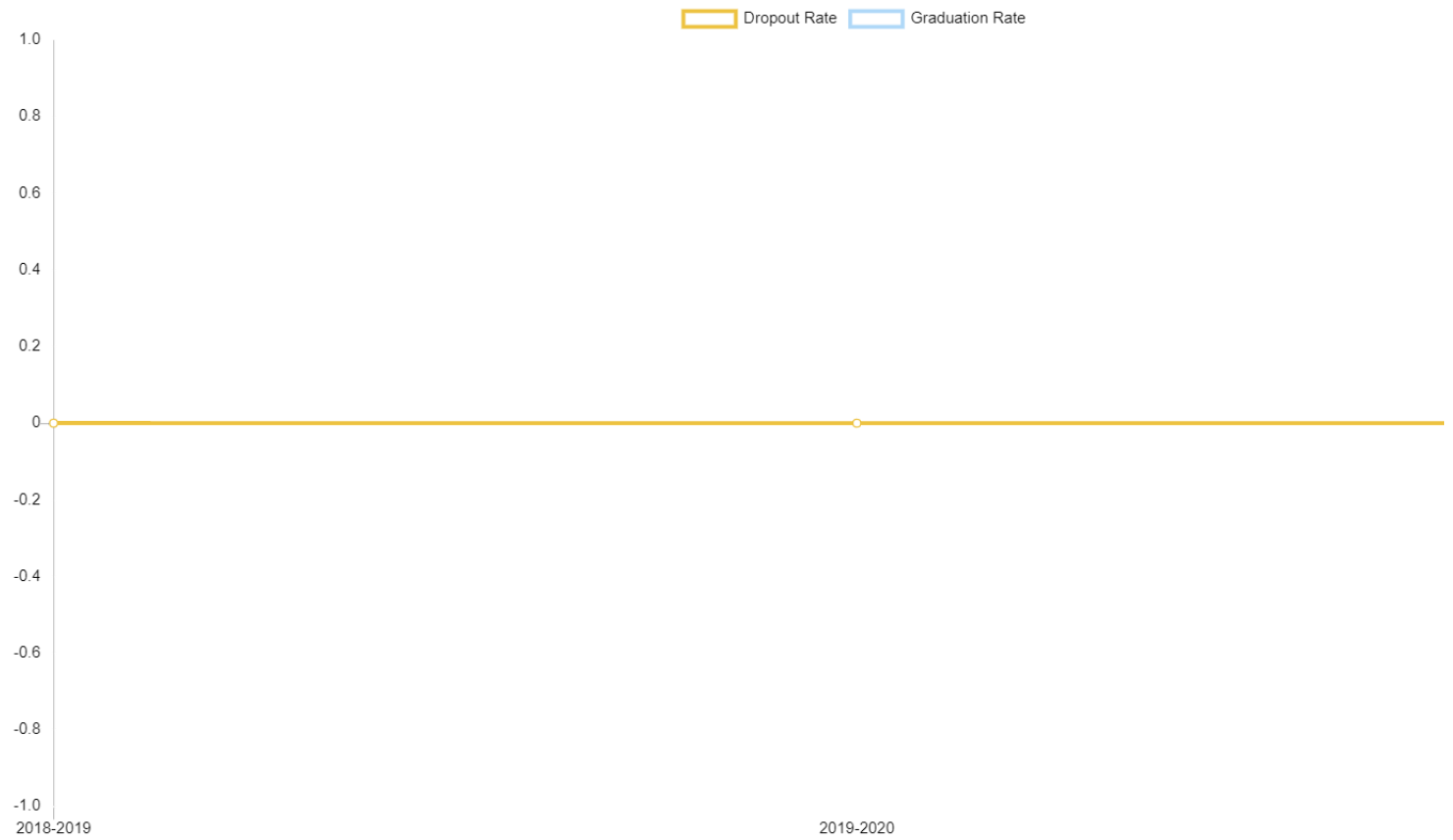
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	345	54	15.7
Female	185	183	27	14.8
Male	166	162	27	16.7
American Indian or Alaska Native	4	4	0	16.7
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	337	331	52	15.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	1	1	0	0.0
English Learners	193	190	28	14.7
Foster Youth	3	3	1	33.3
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	342	338	53	15.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	39	8	20.5

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.53%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.28%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/22/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Los Angeles Leadership Academy prepares students for success on chosen career paths, to live fulfilling, self-directed lives, and to be effective in creating a just and humane world.

The key elements of the Comprehensive School Safety Plan include:

1. Assessment of the Current Status of School Crime
2. Appropriate Programs and Strategies that Provide School Safety
- Child Abuse Reporting Procedures
- Disaster Response Procedures
- Suspension and Expulsion Policies
- Procedures for Notifying Teachers about Dangerous Pupils
- Sexual Harassment Policy
- School-wide Dress Code prohibiting gang-related apparel
- Procedures for Safe Ingress and Egress from school
- Procedures to Ensure a Safe and Orderly Environment
- Procedures to Ensure a Safe and Orderly Environment
- Hate Crime Policies and Procedures
- Bullying Prevention Policies and Procedures

Last updated: 2/16/22

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		3	
1	20.00	2	1	
2	18.00	3		
3	22.00	1	2	
4	25.00		1	
5	21.00	1	2	
6				
Other**	26.00		1	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	14.00	4		
1	24.00		2	
2	20.00	2	1	
3	25.00		2	
4	20.00	2	1	
5	25.00		2	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	3	0	0
1	20.00	2	0	0
2	18.00	3	0	0
3	17.00	2	0	0
4	20.00	3	0	0
5	24.00	1	1	0
6	0.00	0	0	0
Other**	10.00	1	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 2/15/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15334.00	$3982.00	$11352.00	$54862.00
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/15/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Intervention program for the students;

Before and after school Tutoring Program;

Professional Development for the teachers:

The methods by which professional development is delivered are: after school weekly workshops, conference attendance, on-site, consultants, classroom and school visits, and peer observations and feedback.

Teachers are supported during implementation through on-site coaching, Teacher-Principal meetings, informal observations and feedback, student performance data reporting, and peer observation and feedback.

LALPA's teachers are credentialed, bilingual, and bi-literate. LALPA recruits qualified teachers. Wednesdays are early released professional development days. The time is used for staff meetings, grade-level collaboration/planning, and data analysis. Every grade level team participates in the ongoing process of ascertaining the current level of student achievement, establishing a goal to improve the current level, identifying means to achieve that goal, and providing periodic evidence of progress. This collaborative time helps teachers efficiently couple data with student knowledge to plan effective instruction and improve student outcomes. Ongoing Professional development is managed through the creation of the annual Professional Development Calendar. The faculty and staff are offered a range of professional development opportunities on an ongoing basis. Some examples include:

· Conference attendance and training opportunities with the California Association of Bilingual Education and Association of Two-Way Dual Language Education, two organizations dedicated to the achievement of English learners and language learners in dual language settings. A variety of topics offer participants experiences with technology, standards-based instruction, program development, and interventions.

· Teachers are involved in Professional Learning Communities. The PLC PD cycles are focused on online modules from Stanford. The modules explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math. The sessions are all interactive and include various thinking tasks to promote active engagement - such as reflecting on videos, designing lessons, and discussing ideas with peers. Teachers will learn:

- New pedagogical strategies
- An understanding of high-quality math tasks
- Questions to promote understanding
- Messages to give students
- Kagan Inc. Strategies: Kagan focuses on strategies for student engagement, participation, and cooperation. Teachers learn to use Kagan structures to increase academic achievement, improve student relations, enhance self-esteem, create a more productive classroom environment, reduce discipline problems and help students develop appropriate communication skills.

· Depth and Complexity Icons: Teachers use Depth and Complexity Icons to provide differentiation and rigor to assignments.

· Grow the Mindset: Teachers promoting this mindset is significant when serving students from low socioeconomic backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances. This essential understanding drives motivation and fuels learning.

· Professional learning around the anchor standards, instructional shifts, and learning progressions in the Common Core ELA standards K-12.

· Identification of areas of strength and areas to supplement within the Charter school's purchased ELA and math curricula based upon data generated.

· Internal Benchmark Assessment Analysis

· Summative Assessment analysis and preparation (CAASPP)

Last updated: 2/15/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
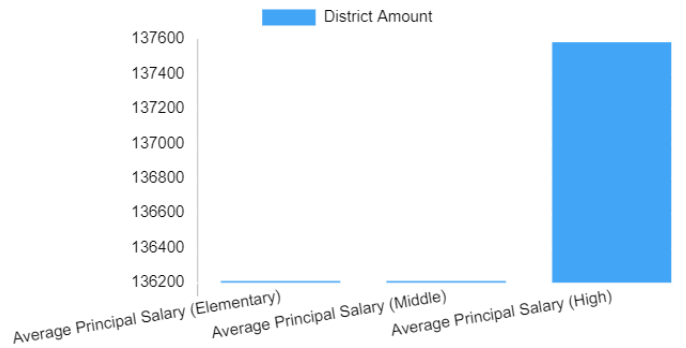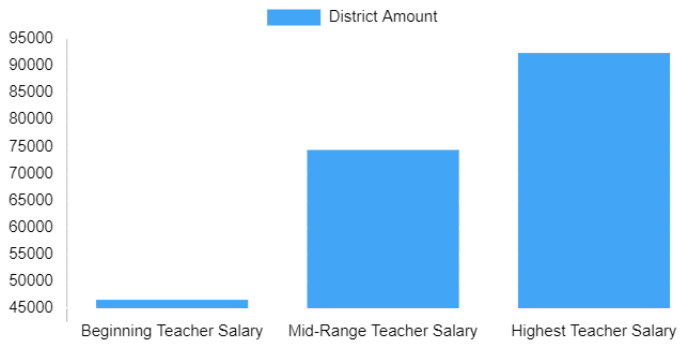
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 2/15/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5