

Los Angeles Leadership Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

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.

Cynthia Cuprill, Principal; Elizabeth O'Neil

Principal, Los Angeles Leadership Academy

About Our School

Dear LALA Family,

My life's mission is to contribute to my community as an educator, and it is my great pleasure to continue working with the staff and students of Los Angeles Leadership Academy High School for my 5th year. Welcome to the 2018-2019 school year familia!

I am very lucky to get to work with an amazing staff that I enjoy working with and I am lucky to work with children whom I love. During the last 4 years, the staff, students, parents, and I have collaborated to improve the education experience for everyone. Some of those accomplishments include:

- Increased graduation rates
- Increased English Language Arts CAASPP Scores
- Increased the average SAT score
- Increased the average GPA
- Increased course options
- Increased access to technology
- Added college classes on campus and access to online college classes
- Increased student and parent understanding of LALA expectations
- Increased student and parent understanding of college opportunities
- Increased stakeholder participation in decision-making
- Added CIF sports
- Increased lunch food options
- Increased participation of K-8 students on the high school campus
- Improved the school building
- Improved the school furnishings
- Developed the school farm
- Decreased staff turn-over
- Decreased the number of students repeating courses

These are just some of the accomplishments we have been able to achieve through hard work, collaboration, and a focus on what's best for our students.

I am confident that the new school year is going to be amazing. I get to continue working with my partner, Mr. Lazo, and the staff is ready and energized to work with our students. I also plan to be working more closely with my LALA partners at the primary and middle school campus (Primary Principal Nereida Lopez and Primary Assistant Principal Nohemi Gonzalez,

Middle School Principal Elizabeth O'Neill and Middle School Assistant Principal Anna Rice). Our goal is to invigorate the college culture throughout our entire LALA organization and ensure students arrive at the high school better prepared academically and with a growth mindset that will help them persevere through any challenges. Finally, I plan to increase the collaboration between you parents and our staff. That will certainly increase the likelihood of our children realizing their dreams. I hope you will continue to support me through my journey of service to my community and that we will share more tears of happiness together as our children cross the graduation stage to the next stage of their lives next June.

Sincerely,
Cynthia Cuprill
High School Principal

Hello Parents and Families of Los Angeles Leadership Academy,
My name is Elizabeth O'Neill and I am very excited to continue my role here at LALA as Principal of the Middle School campus. I am very passionate about education and believe that a strong home-school connection is imperative to a successful school experience for your children. By working together, we can make sure that your child is socially, emotionally, and academically thriving.
Before joining the LALA family, I have been an educator and leader in many schools, each having taught me something new that I can bring and share with LALA. Much of my experience comes from teaching middle school, which helps prepare me for working mainly with LALA's middle school campus. I joined the LALA family last February where I spent the year getting to know teachers, staff, students and families. We have added many new programs since last year and have updated our campus over the summer.
I believe that it takes a village to raise and educate our youth, which means we will be working closely to ensure that your children are receiving a high-quality education, that their social-emotional needs are met, and that they are receiving the supports that they need. I will be providing our teachers the support that they need, while still working with our students and pushing them to challenge themselves. This year, Assistant Principal, Anna Rice will join our administrative team and Betsy Felix (Villanueva) will continue as Dean of Students.
I am very excited for a successful and positive 2018-2019 school year.

Sincerely,
Elizabeth O'Neill, M.A.
Principal 6-8
Los Angeles Leadership Academy
eoneill@laleadership.org
(213) 381-8484
Hola padres y familias de Los Angeles Leadership Academy

Mi nombre es Elizabeth O'Neill y estoy muy emocionada de continuar mi rol aquí en LALA como directora del campus de la escuela intermedia. Soy muy apasionada con la educación y creo que una conexión fuerte entre el hogar y la escuela es imprescindible para una experiencia escolar exitosa. para sus hijos.

Al trabajar juntos, podemos asegurarnos de que su hijo sea social, emocional y académicamente próspero. Antes de unirme a la familia LALA, he sido educadora y líder en muchas escuelas, cada una me ha enseñado algo nuevo que puedo traer y compartir con LALA. Gran parte de mi experiencia proviene de enseñar en la escuela intermedia, lo que me ayuda a prepararme para trabajar principalmente con el campus de la escuela intermedia de LALA. Me uní a la familia LALA en febrero pasado, donde pasé el año conociendo a maestros, personal, estudiantes y familias. Hemos agregado muchos programas nuevos desde el año pasado y hemos actualizado nuestro campus durante el verano.

Creo que se necesita una aldea para criar y educar a nuestros jóvenes, lo que significa que trabajaremos estrechamente para garantizar que sus hijos reciban una educación de alta calidad, que se satisfagan sus necesidades socioemocionales y que reciban los apoyos. que ellos necesitan Proporcionaré a nuestros maestros el apoyo que necesitan, mientras trabajamos con nuestros alumnos y los exhortamos a desafiarse. Este año, la Subdirectora, Anna Rice se unirá a nuestro equipo administrativo y Betsy Felix (Villanueva) continuará como Decana de Estudiantes.

Estoy muy emocionado por un año escolar positivo y positivo 2018-2019.

Sinceramente,
Elizabeth O'Neill, M.A.
Directora 6-8
Los Angeles Leadership Academy

Contact

*Los Angeles Leadership Academy
234 East Avenue 33
Los Angeles, CA 90031-1937*

*Phone: 323-227-7719
E-mail: ccuprill@laleadership.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Los Angeles Leadership Academy
Street	234 East Avenue 33
City, State, Zip	Los Angeles, Ca, 90031-1937
Phone Number	323-227-7719
Principal	Cynthia Cuprill, Principal;Elizabeth O'Neil
E-mail Address	ccuprill@laleadership.org
Web Site	http://laleadership.org
County-District-School (CDS) Code	19647331996610

Last updated: 1/11/2019

School Description and Mission Statement (School Year 2018—19)

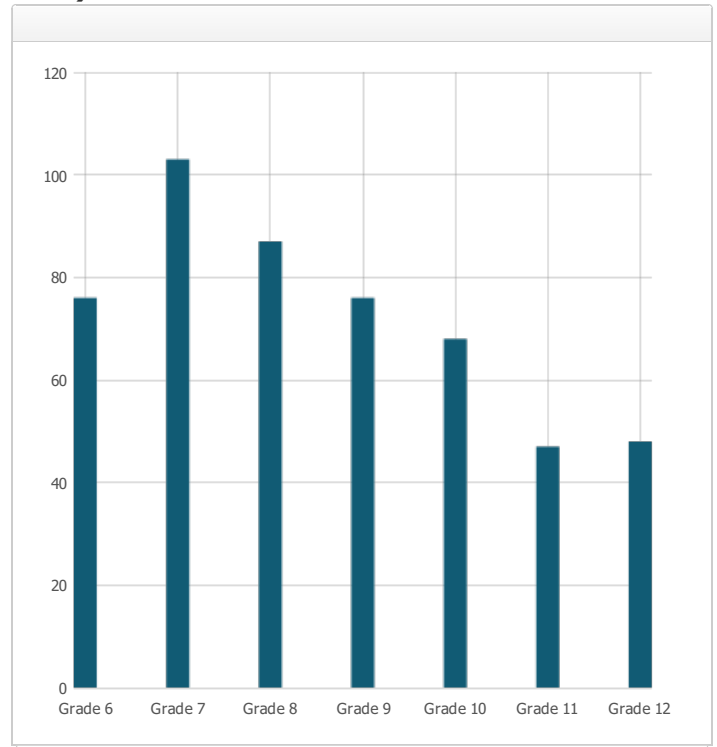
The Los Angeles Leadership Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. 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. Our mission is to create for all students, including economically disadvantaged students and English language learners, an environment where they will experience improved expectations of future outcomes, reduced stress levels, and an abiding sense of self-efficacy.

Last updated: 1/11/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	76
Grade 7	103
Grade 8	87
Grade 9	76
Grade 10	68
Grade 11	47
Grade 12	48
Total Enrollment	505



Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.4 %
Asian	3.6 %
Filipino	0.2 %
Hispanic or Latino	91.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.0 %
Two or More Races	%
Other	2.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.5 %
English Learners	20.4 %
Students with Disabilities	9.1 %
Foster Youth	0.4 %

A. Conditions of Learning

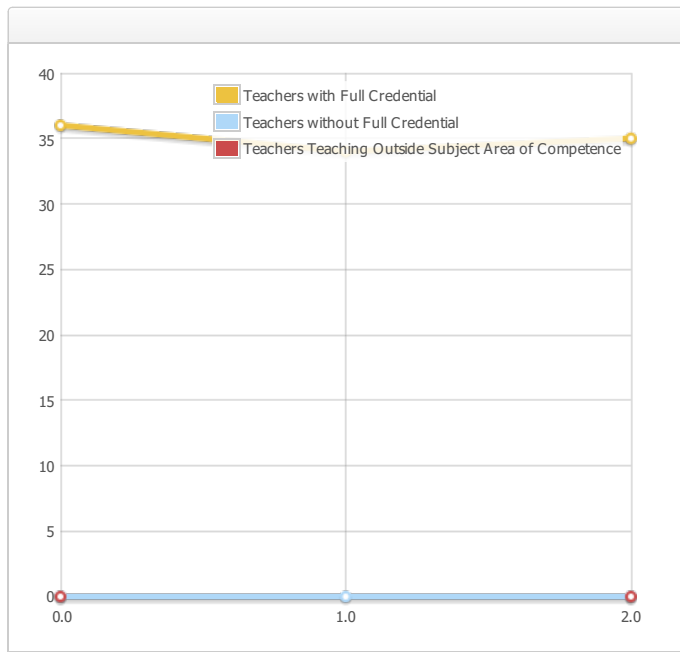
State Priority: Basic

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

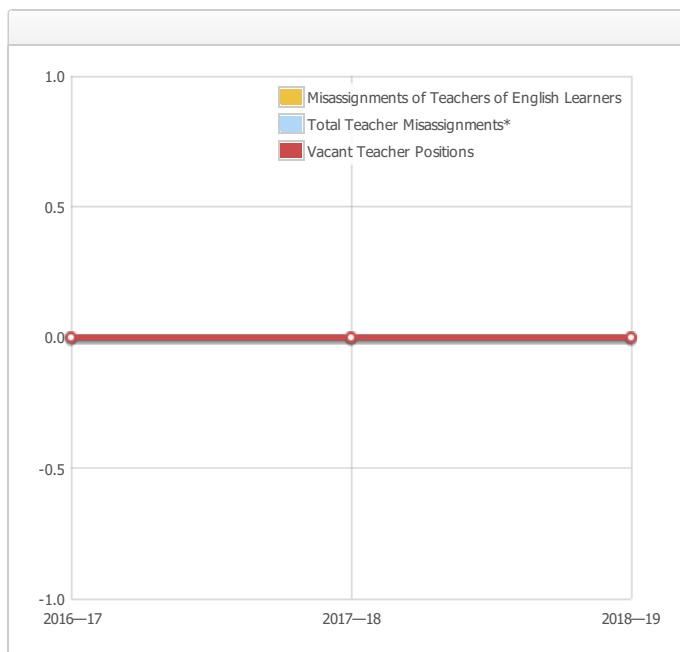
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	36	34	35	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	



Last updated: 1/11/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/11/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>StudySync, from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12. It is a comprehensive, blended ELA/ELD program designed for diverse classrooms and includes digital instruction with the option for full print support. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students' everyday experience with the world. StudySync is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards-based assessments.</p> <p>AP English Language and Composition AB (Core/College Preparatory). Course materials include The Language of Composition: Reading, Writing, Rhetoric by Shea, Scanlon, and Aufses, published by MacMillan Learning.</p> <p>AP English Literature AB (Core/College Preparatory). Course materials include The Bedford Introduction to Literature - Reading, Thinking, Writing by Michael Meyer.</p> <p>English 3D: Course C (2013) from Houghton Mifflin Harcourt is used for the Designated English Language Development/ English as a Second Language class.</p>	Yes	0.0 %
Mathematics	<p>Mathematics The Carnegie Learning curriculum was adopted during the 2015-2016 school year. It is a research-based, blended, adaptive math curriculum which has demonstrated improved academic achievement in mathematics for urban minority students. During the first year of adoption of the Carnegie Learning curriculum, LALA began the transition to Integrated Math. By the 2017-2018 school year, LALA will have phased in Integrated Math courses 1, 2, and 3. In addition, we will continue to offer Statistics and Data Analysis, Pre-Calculus, AP Calculus, and AP Computer Science. The CCSS emphasizes development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. Reading and writing-based activities are an integral part of the Carnegie Learning curriculum.</p> <p>In addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses one or more of the Common Core State Standards (CCSS) for mathematics and mathematical practice. Teachers in the math department are currently creating projects that directly align to these standards and enable students to actively apply the material they are learning to real-life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly. Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards) and e-learning tools (Geometer's Sketchpad, Geogebra, WolframAlpha) are used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. The math department collaborates and utilizes internal assessments and standardized test results (NWEA MAP, CAASPP, AP exams, etc.) to inform instruction and develop learning activities.</p> <p>To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), use of translation devices (electronic or paper) is encouraged for English Learners with limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards.</p>	Yes	0.0 %
Science	<p>LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in these goals, the department: develops a hands-on lab/ project per unit which includes the creation of a site specific science laboratory plans. Science field trips, one per grade level commits to engage guest speakers from the fields of science for class visits and career day. The science faculty provides rich and engaging science experiences for our students. For example, LALA's annual 6- 12 STEM EXPO encourages students to engage in science-based innovative projects. All students work on projects as part of coursework, and have the opportunity to present in the STEM EXPO. Projects such as these increase engagement and relevancy for our students and allow them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support ELs and struggling students by presenting content visually, orally, and kinesthetically; incorporating Socratic seminars into instruction to increase engagement and hone critical thinking; and utilizing inquiry laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning. Further, all students have access to individual assistance from their science instructor during the school-wide study hall period, during office hours, and during the after-school tutoring program.</p> <p>Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to and use interactive white-boards (Smart Boards) to help engage students in science-related concepts and topics. Science teachers also use technology in the form of document readers, MacBooks, Apple TVs,</p>		0.0 %

	<p>iPads, and projectors. Teachers have access to differentiated learning resources, learning tasks, and informal and formal assessments. To increase student engagement, the one-to-one program is helping teachers transition to increased use of online classroom platforms for students to receive resources, engage in 21st century collaboration and communication practices, submit assignments, and engage in online assessments. An additional goal in science classes is to improve literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature in Common Core Appendix C and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines. Besides addressing literacy skills, students are provided with authentic experiences applying math skills as they would be used in science research. Further, the integration of math skills into the science content supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets as well as calculations where applicable.</p>		
History-Social Science	<p>History-Social Science The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and prepares students to think</p> <p>Yes 0.0 %</p>		0.0 %
Foreign Language	<p>The goal of the Foreign Languages department is to help students become literate in Spanish and have the opportunity to earn the Seal of Biliteracy. In the Foreign Languages classes, students will develop listening, writing, and speaking skills in another language along with knowledge of the target culture. The department currently offers two years of Spanish through online Acellus courses from the International Academy of Science. LALA also offers the opportunity for concurrent enrollment with local community colleges to earn high school and college credit for language courses. The goal is to increase access to additional foreign language courses through dual enrollment opportunities, which offers a greater variety of foreign languages than does the Charter School.</p>		0.0 %
Health	<p>While many high schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class, this one-semester course continues to be a graduation requirement because LALA recognizes the importance of health education in reducing risky behaviors and preventing disease and disability.</p> <p>Further, health education is critically important because it helps students to adjust and adapt to the challenges of adolescence.</p> <p>Currently, Health and Life Skills are offered as online courses, but it is our goal to develop health education courses that integrate the CDC's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction and assessment in health education. It is also our goal to hire a qualified, credentialed Health Science teacher to teach these courses</p>		0.0 %
Visual and Performing Arts	<p>The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of their personal creative process and products as they develop, direct, and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies. Various visual arts courses meet the needs of our diverse student body. Students have the opportunity to enroll in Art 1, Art 2, and in 2015-2016 we added AP Studio Art. In addition, interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for US History, and designing a creative website for a project about the Great Gatsby.</p> <p>Besides demonstrating the connections between art, self-expression and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses. At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Aloud competitions and dramatic performances in English classes. The after-school enrichment program provided by YPI also offers some performing ARTs option.</p>		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The Los Angeles Leadership Academy Middle School and High School employs seven classified staff members that are assigned to custodial and maintenance duties. Their job responsibilities include reporting of safety concerns and minor repair needs. A once-monthly walkthrough of the buildings is documented in our facilities binders. In addition, weekly operations meetings are held where Plant Managers report findings to Administrators. Classrooms at the MS and HS are clean, sanitary, and deep cleaned weekly. Restroom facilities are cleaned daily and deep cleaned weekly. Evacuation routes are planned, clear, and posted. Emergency signs, including wet floor signs are consistently posted. School Safety Plan information is posted in each classroom. School entrances are monitored by school staff during entrance and exit times, breaks, and play times. At the HS, planned improvements include routine repairs of AC units and remodeling all student restrooms.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MS does quarterly maintenance in all areas. HS does quarterly maintenance in all areas
Interior: Interior Surfaces	Good	MS does daily maintenance, and monthly walk throughs of all interior surfaces. HS does daily maintenance, and monthly walk throughs of all interior surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	MS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester. HS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester
Electrical: Electrical	Good	MS does annual electrical test during the fall semester. HS does annual electrical test during the fall semester.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	MS restrooms are cleaned 3 times daily. HS restrooms are cleaned 3 times daily
Safety: Fire Safety, Hazardous Materials	Good	MS 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. HS 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	MS no repairs are needed at this time HS no repairs are needed at this time
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	MS does daily cleaning and a monthly walk-through HS does daily cleaning and a monthly walk-through.

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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Last updated: 1/11/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	23.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	12.0%	30.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/11/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	316	98.75%	23.40%
Male	168	167	99.40%	22.89%
Female	152	149	98.03%	23.97%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	58.33%
Filipino				
Hispanic or Latino	285	281	98.60%	22.74%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	284	280	98.59%	22.46%
English Learners	120	119	99.17%	8.62%
Students with Disabilities	36	35	97.22%	5.71%
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.

Last updated: 1/11/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	314	98.13%	11.86%
Male	168	166	98.81%	12.20%
Female	152	148	97.37%	11.49%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	58.33%
Filipino				
Hispanic or Latino	285	279	97.89%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	284	278	97.89%	11.96%
English Learners	121	118	97.52%	5.98%
Students with Disabilities	36	34	94.44%	5.88%
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.

Last updated: 1/11/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/11/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

English - Language Takes the Stage
Engineering with Geometry and Physics
World History by Design
Technology of Biology

These CTE courses are A-G approved courses. They were developed at the UCCI Institutes to creatively integrate core academic subjects with Career Technical Education. This provides opportunities for students to experience real world application of content.

These CTE courses are the courses available to all students to satisfy their A-G requirements. Differentiation is required for all content classes including CTE courses.

Students are assessed via traditional assessments as well as project-based assessments associated with course requirements.

Last updated: 1/11/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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 2017–18)

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
7	21.2%	13.5%	16.3%
9	19.1%	20.6%	16.2%

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.

Last updated: 1/11/2019

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 2018—19)

Los Angeles Leadership Academy offers monthly informational meetings for parents to stay informed about school news and upcoming activities. In addition, parents are encouraged to attend workshops regarding various topics that include NWEA testing, student achievement, and graduation requirements throughout the year. Notices are sent home with students one to two weeks prior to the event. L.A.L.A. sends home monthly Principal's letters which include reminders about parent meetings and workshops and open invitations to join the parent council. L.A.L.A. has also incorporated ParentSquare which is one of our communication methods with families. It is a program that allows us to send e-mail or text messages to parents about school wide and classroom specific events and volunteer opportunities. Via Parent Square we also send "phone blast" messages with the same notifications to ensure parents have several methods to receive our invitations. In addition to our regular "Take Home Tuesday" paper bulletins sent home weekly, this system also allows parents to RSVP to participate, send messages to their teacher and staff should they have any questions. We also maintain an up-to-date calendar on the school website and an "Upcoming Events" tab for easy navigation. Please visit our website at www.laleadership.org.

State Priority: Pupil Engagement

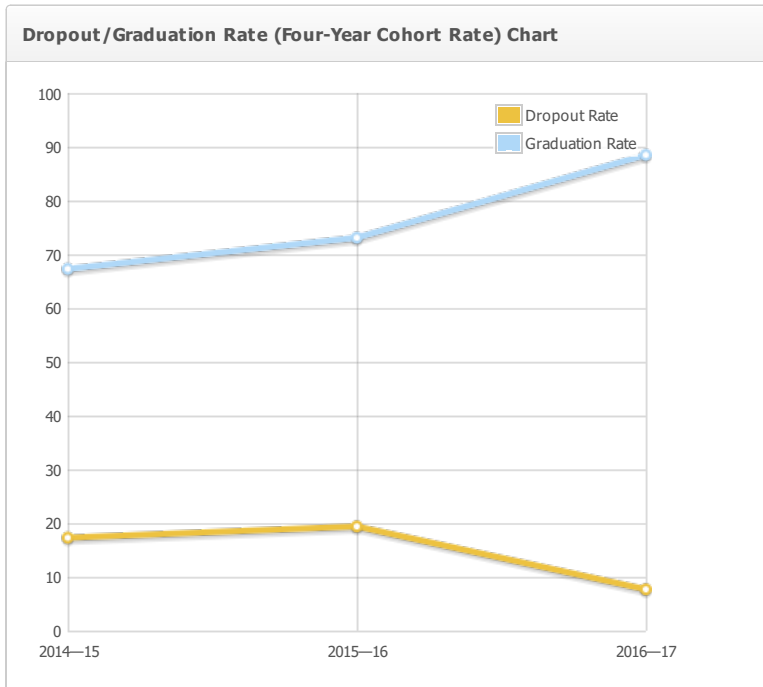
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	17.3%	19.4%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	67.3%	73.1%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.7%	10.8%	9.1%
Graduation Rate	88.5%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/11/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	85.7%	88.5%	88.7%
Black or African American	0.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	0.0%	91.6%	94.9%
Filipino	0.0%	90.8%	93.5%
Hispanic or Latino	85.5%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	0.0%	87.8%	92.1%
Two or More Races	100.0%	89.5%	91.2%
Socioeconomically Disadvantaged	85.2%	86.8%	88.6%
English Learners	75.0%	43.1%	56.7%
Students with Disabilities	77.8%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

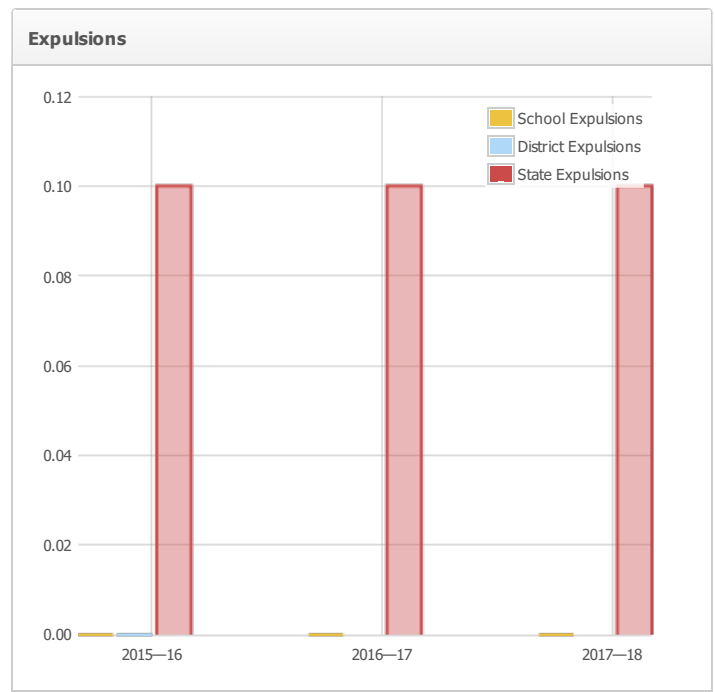
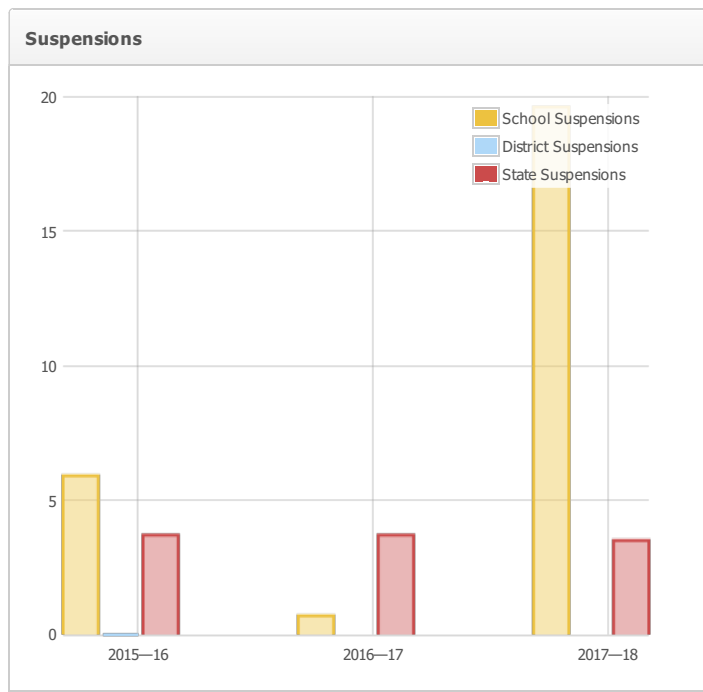
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.9%	0.7%	19.6%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/11/2019

School Safety Plan (School Year 2018—19)

School-Wide Safety Plan

INTRODUCTION

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the rest of this Emergency Plan. The principal or designees, as the Incident Commander, is called at this point and will decide what to do based on the situation. There are basic safety procedures, which can be utilized in responding to various emergencies:

- Duck, Cover and Hold (earthquake, explosion)
- Evacuation (fire, explosion, hazardous material release, post earthquake)
- Walking to an off-campus location (Middle School Campus)
- Directed Transportation (when a bus is required to leave the area)
- Shelter-in-Place "LOCK DOWN" (hazardous material release, gunfire, sniper, storms)
- Drop flat to the ground – "hit the deck" (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system utilizes designs that may be applied to any emergency. It's based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS) the school will be linked to other responsible agencies in an integrated fashion.

PURPOSE

This plan is designed to provide a framework for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING

Los Angeles Leadership Academy has developed strategies and procedures to ensure a safe and orderly environment conducive to learning that includes:

- All staff will be given a Los Angeles Leadership Academy Procedures Handbook. It will be given out and reviewed in an in-service prior to the first day of instruction. The handbook outlines the following areas:
 - o School Mission Statement, goals and objectives
 - o Teacher responsibilities
 - o Bell, recess and lunch schedules
 - o Discipline plan
 - o Guidelines for homework
- There is adequate playground supervision that includes:
 - o Parent volunteers
 - o Teacher supervision
 - o Administration supervision
- We shall continue to implement a school-wide dress code.
- We shall communicate and enforce district rules and procedures on school discipline.
- Our safety action plan will be evaluated annually and amended on an as-needed basis.
- School rules shall be communicated to students, parents, and staff and shall be posted in each classroom.
- Every classroom shall continue to make accessible in case of an emergency its Emergency Kit and its Emergency Disaster Drill Procedures Envelope that includes current class attendance roster

Smoke-free Policy

Los Angeles Leadership Academy is a smoke-free building. Smoking is not allowed in the building at any time.

Telephone

All school telephones are business phones and can be used only with the permission of teachers and/or office personnel. Only in case of an emergency will a teacher be called to the telephone during class hours, or a student be called to the telephone during the school day. Necessary messages will be placed in staff mailboxes/delivered at designated times during the school day. Students will be permitted to use the phone only in case of an emergency, with the approval of the office staff/principal.

Visitors

Parents, volunteers and visitors are welcome to visit the school. All entrances to the school, except the closest entrance to the main office, will be locked during the school day (8:15 am to 3:45 pm). Visitors are asked to enter through the front door and sign in at the office upon arrival. All visitors will be given a visitor badge to be worn or shown if requested by school personnel. Visitors are asked to sign out at the office when leaving the campus. To provide for the safety of all students and to limit classroom interruptions, any communications during the school day between parents and their children (such as dropping off books, homework, lunches, etc.) must be conducted at the school office rather than the classroom door.

School personnel will arrange for messages or deliveries to be made to classroom at appropriate times. An adult must accompany children visiting the school who are not enrolled in the school. **ALL STAFF ARE HELD RESPONSIBLE FOR STOPPING UNKNOWN PEOPLE WHO ARE NOT WEARING A BADGE AND ASKING THEM TO GO TO THE OFFICE.**

ACTION PLAN: CHAIN OF COMMAND

1. PRINCIPAL

- Coordinate and supervise management activities.
- Supervise specific activities relating to the needs of the school, staff, students, and others involved in the emergency.

2. ASSISTANT PRINCIPAL

- Supervise and assist in specific activities relating to the needs of the school, etc.
- Supervise staff that has pre-defined roles (including substitute teachers, food service workers, volunteers, and others)

3. FIRST RESPONDERS

- Report immediately to the principal or designee.
- Supervise immediate care of injuries or hysterical persons.
- Relocate students to safe areas of the building or campus.

4. CUSTODIAL STAFF

- Report to ASSISTANT PRINCIPAL
- Assist with traffic management and other duties.
- Evacuation
- Check buildings for missing children
- Close classroom doors and windows

5. SECRETARIAL/OFFICE STAFF

- Report immediately to principal/assistant principal
- Assist in planning and preparation if food and shelter are needed.

6. INSTRUCTIONAL TEACHERS

- Remain with students at all times
- Keep a class roster, check periodically to account for all students
- Lead students to safety based on emergency procedures
- Take materials to identify persons who have permission to pick up students
- Hold all students until someone who has specific permission to get the student arrives.

ACTION PLAN: CHAIN OF COMMAND

Principal
 Assistant Principal
 Secretary/Admin Designee
 Office Manager
 Staff/teachers/parents

Pupils Leaving School

- No child is permitted to leave the school during the school day without permission of the parent/ principal/ designee.
- Because it is much safer, it is mandatory that parents come to the office in person to take children out of school early. Children will only be released to their parent/guardian or people whose names appear in their emergency card (no exceptions)

PARENT/GUARDIAN INFORMATION**Change of Address or Telephone**

- If parents move, they must immediately come to the office in person and notify the school of your new address.
- If telephone numbers change, the school must be notified immediately.

Route To and From School

- Plan with your child, know what route they take
- Establish a time for leaving and arriving home
- Children should not arrive at school before 7:45 am
- The campus is open at 7:45 am
- Campus monitors supervise the playground starting at 7:45 am. There is no supervision before that time.
- Breakfast begins at 8:45 am
- Children are not to be detained more than 15 minutes after class unless in after-school intervention, school activities, or have parent permission.
- Children are not allowed to remain on the school grounds and may only visit friends after going home. It is suggested that students complete their homework immediately after arriving home.
- Children who are not a part of the After-School Program must go straight home after school.
- Children should know their address and telephone number.

Class Visitation

- Visitors must report directly to the office for a visitor's pass before entering the campus/class.
- Children that are not enrolled in the school cannot visit the campus unless accompanied by a parent/guardian.

SAFE INGRESS AND EGRESS OF PUPILS, PARENTS AND EMPLOYEES TO/FROM SCHOOL

During normal school hours our school has one walking entry gate (Griffin Avenue). Students may arrive at school at 7:45 am. Students will go into the first floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 2:45 pm (2:30 pm for Kindergarten) on Mondays, Tuesdays, Thursdays and Fridays. On Wednesday school dismissal is at 1:30 pm (1:15 pm for Kindergarten) for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule.

All staff members and parent volunteers monitor the safe exit of students. The 2nd-5th grade students will exit through the Griffin Ave. gate (front of the school), and Kinder & 1st grade will exit through the Ave 28 gate.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

LEVELS OF EMERGENCIES

Emergencies are described by one of the following three levels:

Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

Level Two Emergency: A moderate to severe emergency, somewhat beyond the school's response capability, which may require mutual aid assistance from the fire department, police, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of school's personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

AUTHORITIES AND REFERENCES

The Plan is based on federal and state law and district policy.

PLAN IMPLEMENTATION

The Plan will be:

- Initiated by the principal or designee when conditions exist which warrant its execution.
- Implemented by all staff that will remain at school and perform those duties as assigned until released by the principal.
- Reviewed at least annually.
- Emergency and disaster functions have been identified and pre-assigned.
- The Emergency Teams will be updated at least annually.

PLANNING HAZARD ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

STAFF ORIENTATION/TRAINING

All school staff will be oriented to this Plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

FACULTY AND STAFF

Los Angeles Leadership Academy shall have sufficient faculty and staff to provide the educational program and support services and operate the facility in accordance with the charter, any applicable requirements of law, and the policies and directions of the school's governing board.

SPECIAL EDUCATION

Los Angeles Leadership Academy shall actively identify students who may have exceptional needs, assess them promptly, and develop Individualized Education Programs.

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Los Angeles Leadership Academy has clear measurable outcomes and data that support how well students are doing in meeting outcomes.

INSTRUCTIONAL MATERIALS AND TOOLS AND PROFESSIONAL DEVELOPMENT

Los Angeles Leadership Academy shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan, set of plans, or like documents.

LEARNING ENVIRONMENT

Los Angeles Leadership Academy is well maintained and ensures the health and safety of students and staff.

DRILLS

In accordance with state law:

Fire drills will be conducted on a regular basis. In addition, earthquake and lock-down response drills will take place every semester.

All students and staff will participate in these mandated drills.

A district wide drill/simulation is recommended yearly.

All drills will be recorded and a record kept.

EVACUATION ROUTES

The principal/assistant principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

PARENT COMMUNICATION/RESPONSIBILITY

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

SUPPLIES AND EQUIPMENT

Disaster supplies and equipment are maintained as follows:

- Emergency kits in each classroom.
- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
- Tools for shutting off the utilities at each shut-off location.

EMERGENCY CARDS

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office staff whenever the school building is evacuated.

Teachers make copies of Emergency Cards and Student Release Forms; All copies are kept in Emergency Backpack.

COMMUNICATIONS

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance.

In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

EMERGENCY ACTIONS

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught what their actions are when the following EMERGENCY ACTIONS are implemented:

- All Clear
- Evacuation
- Lockdown/Secure Building
- Hit the Deck - Drop and Cover
- Duck, Cover and Hold On

EMERGENCY PREPAREDNESS PROCEDURES

This Plan establishes procedures to be followed which will nullify or minimize the effects of the nine emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

- Bomb Threat
- Chemical Accident
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion for each emergency
- Fire
- Irrational Behavior
- Loss of Utilities
- Rabid Animal/Animal Disturbance

RESPONSIBILITIES

Principal Or Designee

Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan. Good judgment, based upon the facts available in any emergency situation, is of paramount importance. This Plan should not be considered as a restriction to judgmental prerogatives.

Office Staff

Provide assistance to principal by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

Teachers

Assess situation and remain calm.

Calm, direct and give aid to the students.

Assist seriously injured students if possible.

Take the appropriate action in each case.

Keep a record of location of all students at all times.
 Be alert for latent signs of injury/shock in all students.
 Keep Emergency folder with updated list of students and emergency contact numbers.

Custodians/Maintenance People
 Examine buildings and plant for damage, and provide damage control.
 Keep principal informed of condition of school.
 Assist as directed by the principal.

EMERGENCY TEAMS

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to ensure everyone is safe.

The Emergency Teams Sections outlined in this Plan are:

Command Section
 Incident Commander
 Safety Officer
 Public Information Officer
 Liaison Officer
 Operations Section
 Operations Chief
 Site facility Check/Security
 Search and Rescue Team
 Search and Rescue Team Leader
 Medical Team
 Medical Team Leader
 Student Care
 Student Release
 Logistics Section
 Logistics Chief
 Staffing
 Communication
 Finance/Administration Section
 Finance/Administration Chief
 Purchasing

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency.

Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:

- Requesting the principal or designee to fill any vacancies on the team;
- Arranging for the training of new members and alternates;
- Ensuring that necessary supplies and equipment are maintained;
- Recommending purchase of necessary supplies and equipment to the principal or designee;
- Conducting annual meetings with team members to validate or update procedures;
- Attending annual meetings with other team leaders and the principal or designee;
- Determining where and under what conditions the team will meet during emergencies; and
- Coordinating team activities during an actual emergency.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

PERSONAL PREPAREDNESS

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- Know and complete those assignments for which they are assigned.
- Have the confidence that they have prepared their students to deal with emergencies.

The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

Last updated: 1/11/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.0	20		1
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0		18	1
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.0	11	4	1
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.

Last updated: 1/11/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	18	5	
Mathematics	22.0	8	12	
Science	21.0	11	10	
Social Science	23.0	7	12	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	18	6	
Mathematics	19.0	18	4	
Science	20.0	9	8	
Social Science	19.0	19	5	

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	23	2	
Mathematics	20.0	11	6	
Science	21.0	9	5	
Social Science	19.0	16	5	

* 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.

Last updated: 1/11/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	336.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	38.0	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.

Last updated: 1/11/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12838.0	\$5311.0	\$7526.0	\$71685.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017–18)

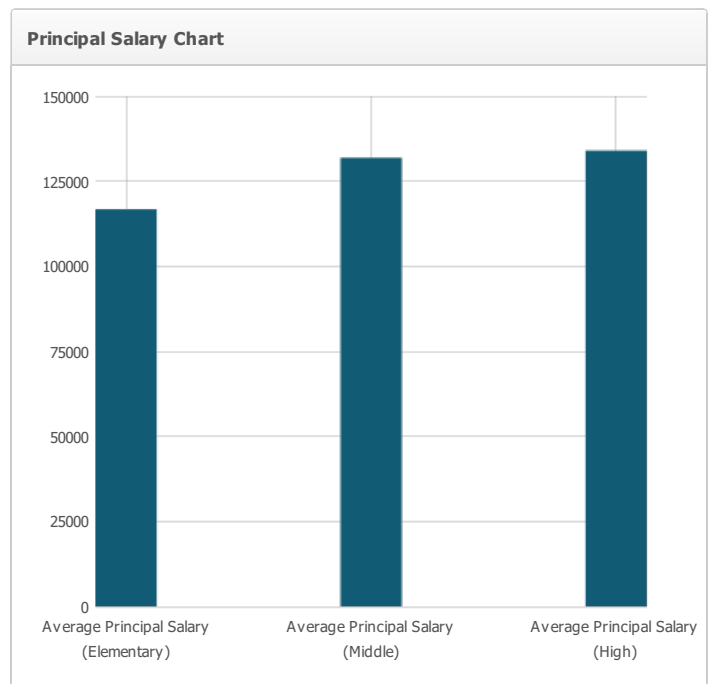
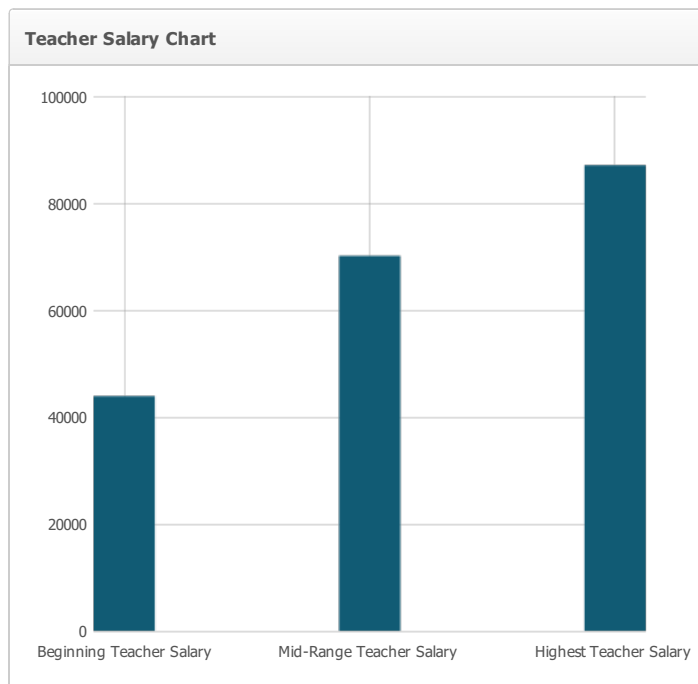
1. Lingul Tree, The Cruz Center, DirectEd Educational Services – speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents. FREE
3. Speech and Debate- FUNDED
4. LAPD Cadets – present their program annually to our students as a summer and college ready program. FREE
5. Lincoln Heights Public Library – monthly visits and annual assemblies about library events. FREE
6. Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth. FREE
7. MOSTe – mentoring program for young women (middle school) FREE
8. Youth Policy Institute- providing academic, athletic and enrichment, college preparation and family services. GRANT
9. Mind up- Advisory Curriculum that teaches mindful learning- GRANT
10. Ripples Effect- PBIS and Alternative based modules to help with peer and school issues- FUNDED
11. JA Finance Park - Economics enrichment curriculum and field trip - FREE

Last updated: 1/11/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/11/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	9	29.2%

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

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

Last updated: 1/11/2019

Professional Development

LA Leadership Academy (High School and Middle School) provides seven Professional Development days. Major areas of focus for PD were Common Core implementation, ELD Framework, C3 Framework, NWEA training, Mind Up training, Next Generation Science Standards (NGSS), Focus on math with multiple PD days used to develop and expand the math curriculum, ICONS PD to help staff develop the use of ICONS in the classroom, Differentiation, AP trainings, Review of student achievement data as measured by internal assessments in all subject areas and using Accelerated Reader as an assessment of student Lexile levels. PD also focused on the 4 C's of Common Core: Collaboration, Critical Thinking, Communication, and Creativity. Differentiation using Sandra Kaplan's Depth and Complexity Icons, and issues in adolescent development. PD was delivered through weekly after-school workshops, quarterly Pupil-Free Days, and through teacher

conference attendance specific to content area. Teacher mentoring by Principal and Assistant Principal (Admin Team) and Mentor teachers in their content and/or grade level teams. LALA recruits qualified teachers through advertising on EdJOIN, on the LALA website, at Pepperdine University, UCLA, Loyola Marymount, and at the school site. In addition, we provide competitive salaries and benefit packages. A feature that teachers appreciate is the Wednesday early release day for staff meetings, grade level /department collaboration and planning, and data analysis. Every grade level/department team participates in an 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 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: WestEd, a professional learning and curriculum planning series to provide teachers and leaders with the knowledge and skills necessary to deliver Common Core Math curriculum. Through this professional development opportunity, teachers learn how to create, select, or modify performance tasks in Mathematics aligned to the core curriculum, the Common Core State Standards for Mathematical Practice, and the latest assessment theory embraced by the Smarter Balanced Assessment Consortium ("SBAC"). Teachers focus on creating, selecting, or refining performance tasks that embrace the following key characteristics of effective assessments and Math performance tasks:

- Proper alignment to the Common Core State Standards
- Focus on the Common Core Standards for Mathematical Practice
- Proper Depth of Knowledge ("DOK")
- Accommodation of diversity (culture, language, styles)
- Inclusion of Universal Design for Learning Principles
- Real World Context
- Clear Expectations and Feedback for Students

- New Teacher Orientation is scheduled in early August to provide teachers with training in technology systems, provide sample documents and lessons that support the school culture and climate of high expectations and safety for all students, and provide teachers the opportunity to review LALA's procedures policies and evaluation rubric on teaching standards.

- California Common Core Learning Modules is the product of collaborative efforts between the California Department of Education and content and professional learning experts throughout California to help educators transition to the Common Core State Standards. The series includes thirteen modules that are available in both online and on-site professional learning formats. Teachers will complete these modules during grade level/department meetings.

- Conference attendance and training opportunities with the California Association of Bilingual Education, California Mathematics Council, CA Council for Social Studies, National Association for College Admission Counseling, and Los Angeles County Office of Education. A variety of topics offer participants experiences with technology, standards-based instruction, program development, interventions, and college and career readiness skills.

- The California Charter Schools Association Conference is an opportunity to attend workshops designed for the unique needs of charter schools and charter school teachers.

- In-house Professional Development will be delivered by our Instructional Leadership Team throughout the school year. The topics included:

- Implementation of Depth and Complexity Icons for Differentiation of Instruction
- ELD
- curriculum specific PD

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, 504 and IEP Implementation.

SIOP Training to support ELD implementation to the classrooms

