

Los Angeles Leadership Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

Cynthia Cuprill, Jesicah Rolapp

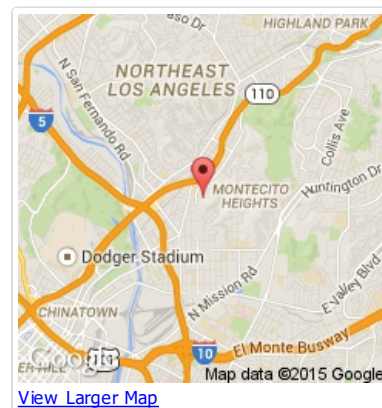
Principal, Los Angeles Leadership Academy

About Our School

Contact

234 E Avenue 33
Los Angeles, CA 90031

Phone: 323-227-7719
E-mail:



About This School

Contact Information - Most Recent Year

School	
School Name	Los Angeles Leadership Academy
Street	234 E Avenue 33
City, State, Zip	Los Angeles, Ca, 90031
Phone Number	323-227-7719
Principal	Cynthia Cuprill, Jesicah Rolapp
E-mail Address	
Web Site	www.laleadership.org
County-District-School (CDS) Code	19647331996610

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 2/10/2015

School Description and Mission Statement (Most Recent Year)

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

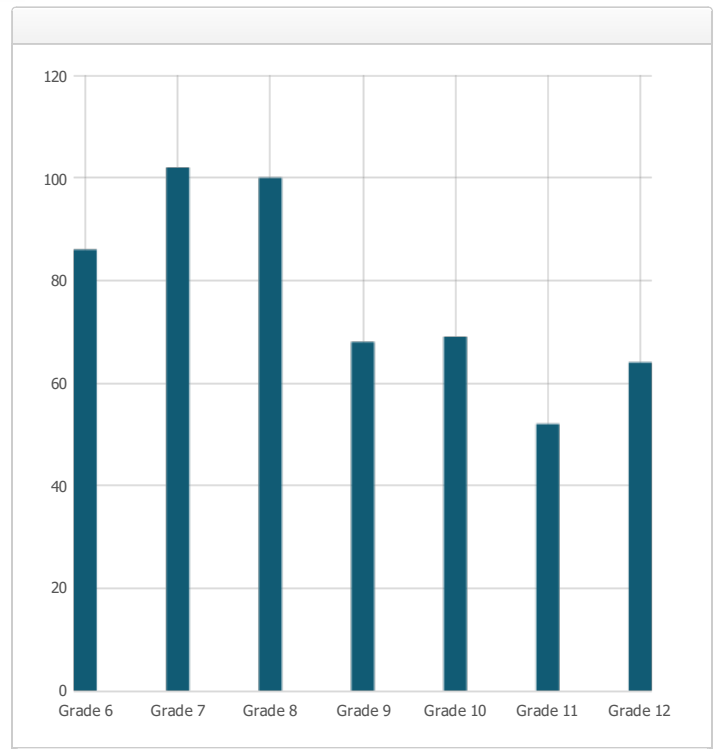
High-powered, performance-based assessment, and an integrated curriculum promote critical thinking and intellectual depth, breadth, and agility. Close relationships between students and staff and attention to students' individual needs and interests promote a community of well-rounded learners.

Students have opportunities to take action on important social issues, to work alongside community mentors, and to enhance the learning power of these experiences through reflection and skill development in the classroom.

Last updated: 2/10/2015

Student Enrollment by Grade Level (School Year 2013-14)

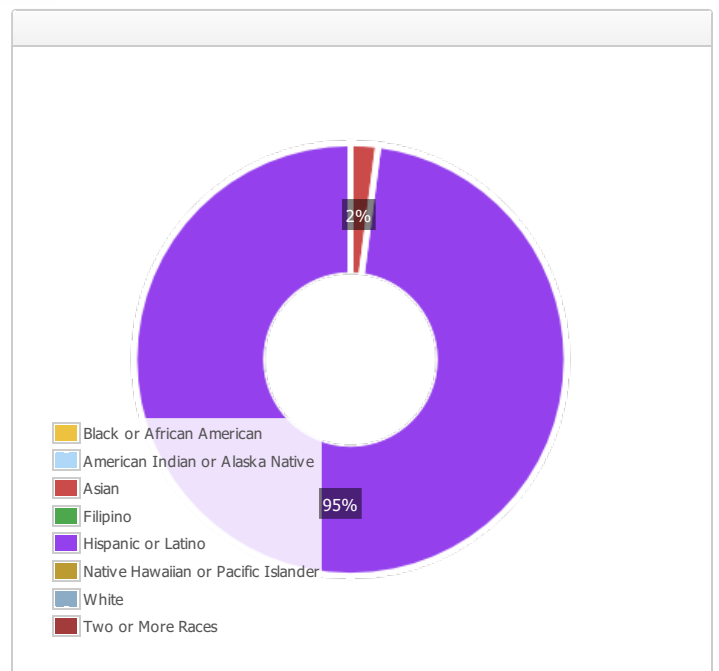
Grade Level	Number of Students
Grade 6	86
Grade 7	102
Grade 8	100
Grade 9	68
Grade 10	69
Grade 11	52
Grade 12	64
Total Enrollment	541



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.2
Hispanic or Latino	95.2
Native Hawaiian or Pacific Islander	0.2
White	0.7
Two or More Races	0.2
Socioeconomically Disadvantaged	91.9
English Learners	19.4
Students with Disabilities	5.7



Last updated: 1/27/2015

A. Conditions of Learning

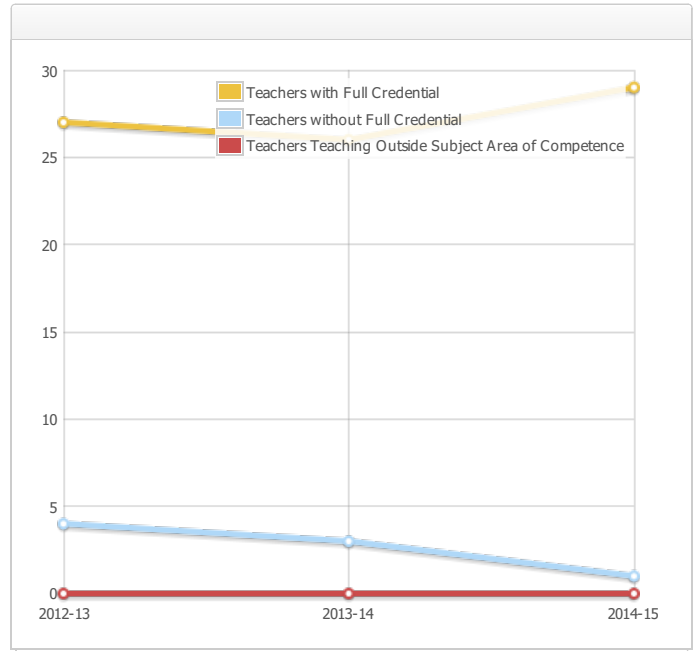
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

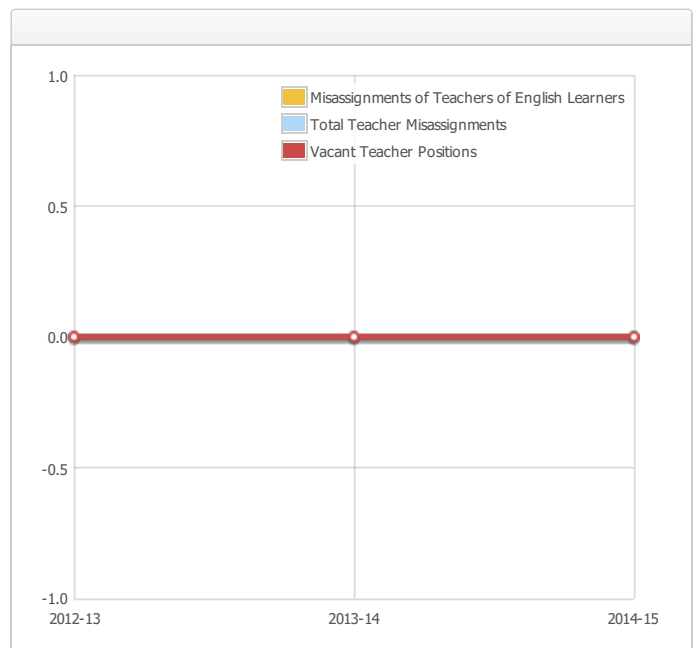
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	26	29	
Without Full Credential	4	3	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/11/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 2/6/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics			0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqpmt(9-12)			0.0

Last updated: 2/2/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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.

Planned facility improvements for the 2014-15 school year include switching from a traditional electrical panel grid to a solar panel grid at the Middle School. In addition, the Middle School installed a beach volleyball court and an outdoor yoga/recreation deck on the third floor.

At the high school, planned improvements include routine repair of AC units, painting of the building interior, and remodeling of all student restrooms.

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	The AC repair system comes twice a year, as contracted, for maintenance. Mortar on the AC unit on the groundfloor of the High School building was repaired during the 2013-14 school year in addition to routine maintenance on ducts. Planned MS repairs include replacement of all AC ducts.
Interior: Interior Surfaces	Fair	Carpet is being replaced with tile flooring throughout the HS building. There are currently four classrooms that need this replacement. Middle School campus is newly renovated and in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	At both MS and HS campuses, monthly vermin control has yielded excellent results and extermination services have been reduced from monthly to bi-yearly.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	At the High School building, restrooms are being systemically repaired and renovated with environmentally friendly plumbing and fixtures. Plumbing and fixtures at the MS are in good condition.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Both the High School and middle school roofs were repaired during summer 2014.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 2/4/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	54	42	54	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 2/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	54
Male	59
Female	51
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	27
Students with Disabilities	27
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	41%	41%	44%	48%	47%	54%	56%	55%
Mathematics	25%	17%	12%	43%	44%	45%	49%	50%	50%
History-Social Science	39%	50%	42%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 2/2/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	3	3
Similar Schools	7	4	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/2/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	19	-8	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	-5	-9
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	19	-9	-11
English Learners	-11	-4	-50
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/2/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
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: 2/2/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	27.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

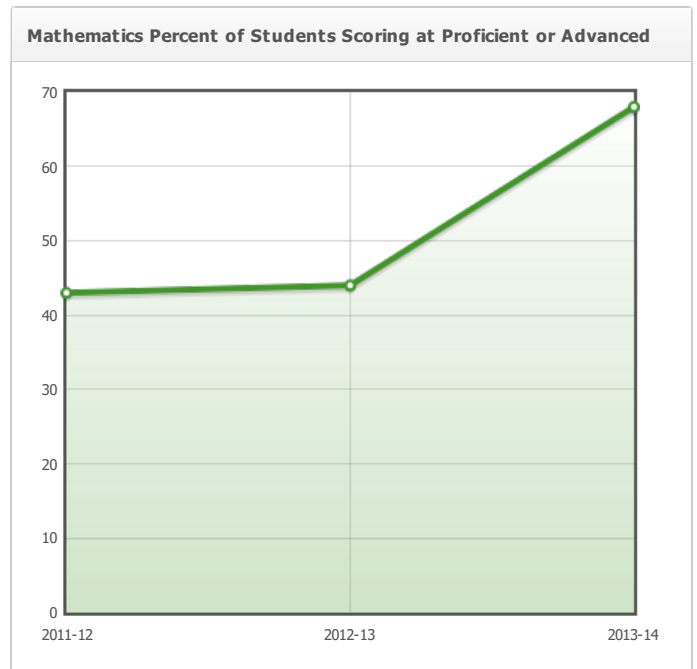
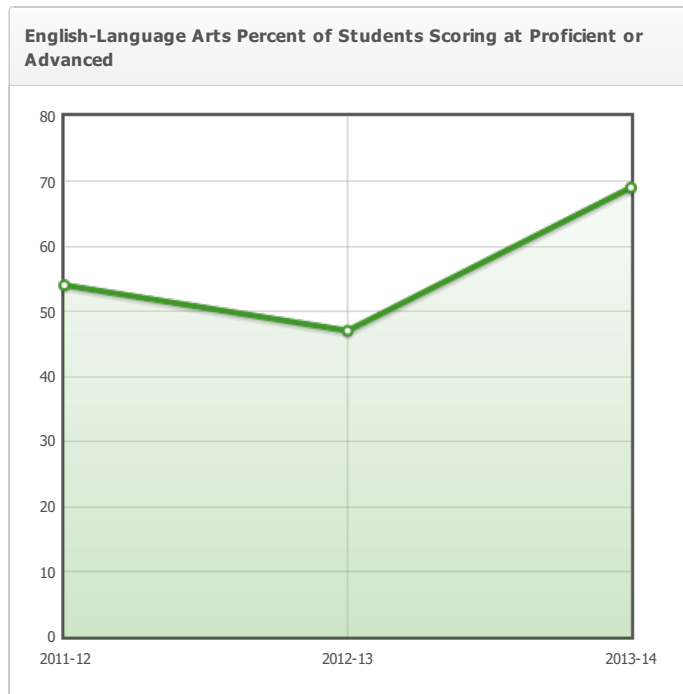
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	54%	47%	69%	45%	49%	47%	56%	57%	56%
Mathematics	43%	44%	68%	50%	54%	56%	58%	60%	62%

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: 2/2/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52%	24%	24%	44%	36%	20%
All Students at the School	31%	24%	45%	32%	52%	15%
Male	31%	31%	38%	23%	63%	13%
Female	31%	17%	51%	40%	43%	17%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	32%	23%	45%	33%	52%	16%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	32%	22%	46%	30%	54%	16%
English Learners	57%	29%	14%	42%	50%	8%
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 2/2/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	21.2%	18.3%	41.3%
9	20.3%	12.5%	43.8%

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: 2/2/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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 throughout the year. Notices are sent home with students one to two weeks prior to the event. L.A.L.A. Middle School sends home monthly Principal's letters which include reminders about parent meetings and workshops and open invitations to join the parent council. In addition to take-home letters and mailers, parents are reminded via "Phone Blasts." 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

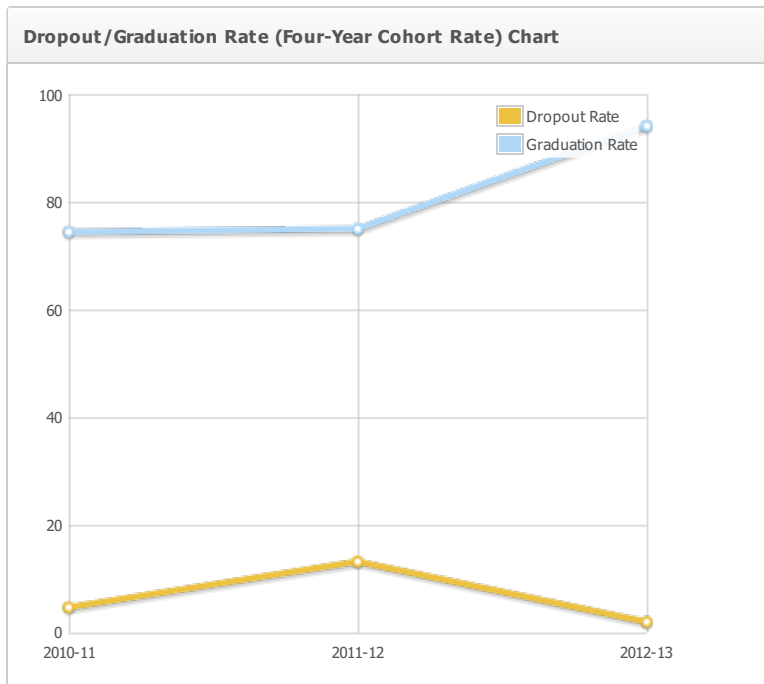
Last updated: 2/2/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	4.7	13.2	2.0	22.6	20.3	17.2	14.7	13.1	11.4
Graduation Rate	74.42	75	94.12				77.14	78.87	80.44



Last updated: 2/2/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	98	82	84
Black or African American	100	77	75
American Indian or Alaska Native		76	77
Asian	100	90	92
Filipino		90	92
Hispanic or Latino	97	83	80
Native Hawaiian or Pacific Islander		83	84
White		87	90
Two or More Races		93	89
Socioeconomically Disadvantaged	98	94	82
English Learners	92	46	53
Students with Disabilities		47	60

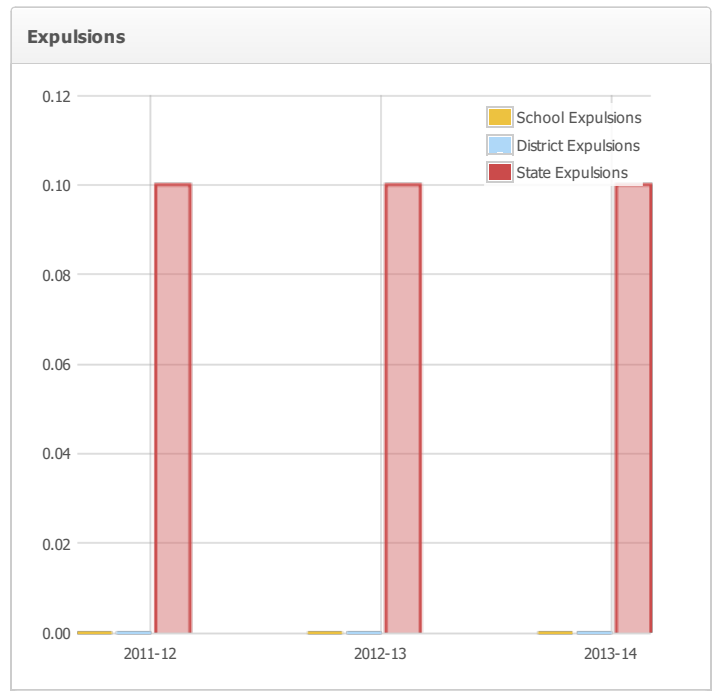
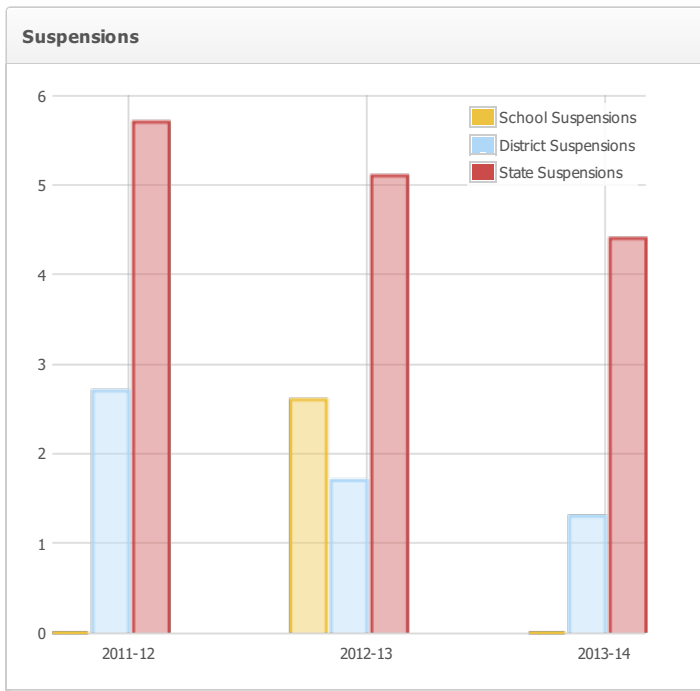
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	2.60	0.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/2/2015

School Safety Plan - Most Recent Year

School Safety Plan was reviewed and revised in August (2012) by the Safety Planning Committee. Once the plan is revised, school staff is informed of changes and their role in the Emergency Response Plan.

School Safety Plan Key Elements

- Child abuse reporting procedures
- Disaster Procedures
- Procedures to notify teachers of dangerous peoples
- Roles and Responsibilities (Emergency Response Team)
- Each staff member has an updated Safety Binder
- Lockdown Drill procedures and schedules
- Emergency kits
- Earthquake drills
- Fire Drills
- Controlled Substance Policy
- Check-in/Check-out procedures
- School opening and lock-up procedures
- Training Schedules
- Parent and Community communication policies

Last updated: 2/2/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	Yes	N/A

Last updated: 2/2/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement *	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.6	11	13	0	21.0	9	8		20.0	15	3	0
Mathematics	20.3	14	8	0	21.0	13	12		22.0	8	14	0
Science	22.1	6	11	0	21.0	7	7		22.0	7	4	0
Social Science	23.0	5	12	0	23.0	8	11		23.0	6	10	0

* 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: 2/2/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 2/2/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,021	\$2,207	\$6,814	N/A
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 2/6/2015

Types of Services Funded (Fiscal Year 2013-14)

1. Across America for Childhood Obesity – guest speaker Teddy Herrera spoke about his mission to raise awareness of childhood obesity. FREE
2. Aptus – speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
3. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents. FREE
4. Break the Cycle – provides tools and resources to prevent and end dating abuse, parent workshop presented. FREE
5. Champions for Change – healthy food habits classes for both students and parents. FREE
6. Chase the Stars Foundation – non-profit organization aimed at providing opportunities for volleyball experiences for disadvantaged youth. FREE
7. Children’s Institute – individual and group counseling. FREE
8. Families that Can – educates, empowers, and mobilizes parents to hold our elected leaders accountable for ensuring every child has access to a high-quality public education. FREE
9. Homeboy Industries – two targeted field trips and three guest speakers annually. FREE
10. Speech and Debate- FUNDED
11. La Liberia - partnership to promote children’s Spanish literature. FREE
12. LAPD Cadets – present their program annually to our students as a summer and college ready program. FREE
13. Lincoln Heights Public Library – monthly visits and annual assemblies about library events. FREE
14. Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth. FREE
15. MOSTe – mentoring program for young women (middle school) FREE
16. NOW Foundation’s Love Your Body Campaign – workshops to 7th and 8th grade students on understanding, loving, and respecting their bodies. FREE
17. Peace Over Violence – school-wide collaboration for Denim Day (sexual assault awareness) FREE
18. Peer Health Exchange – present teen issues to advisories. FUNDED
19. Planned Parenthood – present health education to seventh grade students for a six-day period. FREE
20. Rock Your World – social justice organization working with the 6th grade to develop a school-based social justice advisory curriculum. FREE
21. Step Up Women’s Network – mentoring program for young women (high school) FREE
22. TeenMinded – workshops geared towards increasing young women’s self esteem and empowerment. FREE
23. UCLA Peer Mediators – run individual and group mediation to provide a space for conflict resolution. FREE

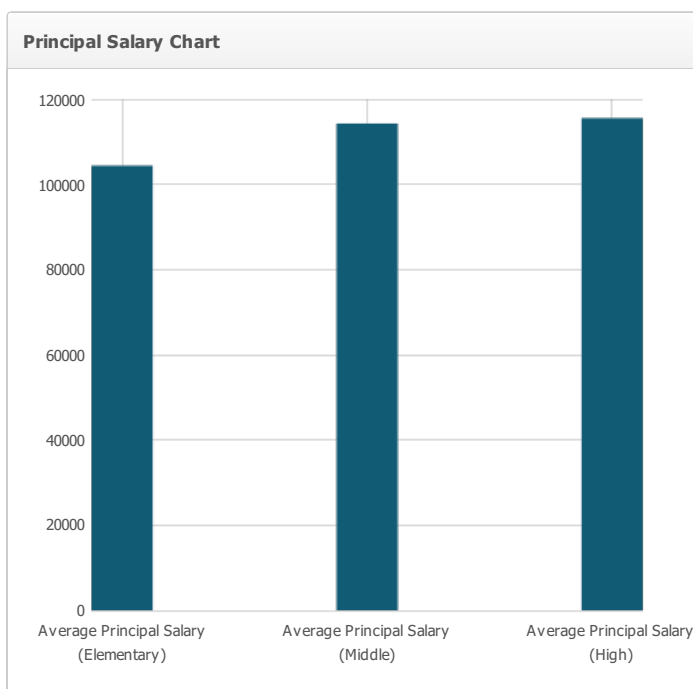
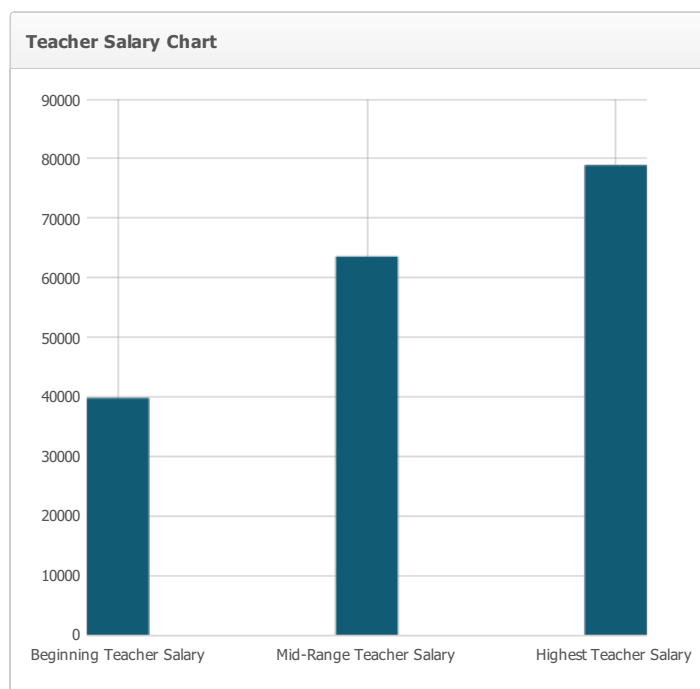
- 24. USC School of Social Work – four interns assigned to our sites who provide free mental health services. NO LONGER USING SERVICES.
- 25. Youth Policy Institute- providing academic, athletic and enrichment, college preparation and family services. GRANT
- 26. Street Law-a non-profit organization that creates classroom and community programs that teach people about law, democracy, and human rights worldwide. FREE
- 27. Roots and Wings Outward Bound Adventures- Introduces urban Los Angeles high school students to our National Parks while building self-esteem and an appreciation for nature and the world beyond their community. FREE

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Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



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Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	3	1.5

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

*Where there are student course enrollments.

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Professional Development – Most Recent Three Years

LA Leadership Academy (High School and Middle School) provides seven Professional Development days. Major areas of focus for PD were Common Core implementation, Next Generation Science Standards (NGSS), Differentiation, AP Teacher Requests, 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. 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.

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