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

Address:	234 East Avenue 33 Los Angeles, CA , 90031-1937	**Principal:**	Sonia Del Pino HS and Betsy Felix MS
Phone:	(323) 227-7719	**Grade Span:**	6-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Sonia Del Pino HS and Betsy Felix MS

📍 Principal, Los Angeles Leadership Academy

About Our School

Dear LALA Families and Community,

I would like to welcome our new and returning students and families to the 2021-2022 school year. I am truly honored to continue leading the Lion community and continuing our tradition of providing a college and career-focused education to our students and quality service to our families. We are truly excited about our return to school and to see all our students' smiling faces. Although we have experienced the challenges of distance learning we have witnessed a resiliency in our students and families that has served as an inspiration. Our teachers, support staff, parents, and students are all a valuable part of the team, and we are dedicated to working with all families to ensure every student feels valued, safe, dignified, and accepted, and is prepared for life in the 21st century. This year we will continue implementing restorative practices and circles to create a highly supportive community for students and staff. As part of our school's ongoing efforts to help cultivate cooperative, responsible, and respectful young adults, we use a Positive Behavioral Interventions and Supports system. PBIS is a team-based, systematic approach in teaching behavior expectations throughout our school. We are looking forward to continuing to improve our policies, procedures, and routines to fully align with PBIS. We look forward to starting this school year, getting to know your child as an individual, and to meet the needs of all of our Lions in partnership with you and our community!

With Lion Pride,

Betsy Felix

Estimadas familias y comunidad de LALA,

?Me gustaría dar la bienvenida a nuestros estudiantes y familias nuevos y que regresan al año escolar 2021-2022. Es un verdadero honor para mí continuar liderando la comunidad León y continuar nuestra tradición de brindar una educación centrada en la universidad y la carrera a nuestros estudiantes y un servicio de calidad a nuestras familias. Estamos realmente emocionados por nuestro regreso a la escuela y por ver las caras sonrientes de todos nuestros estudiantes. Aunque hemos tenido la experiencia de los desafíos del aprendizaje a distancia, hemos sido testigos de una resistencia en nuestros estudiantes y familias que ha servido de inspiración. Nuestros maestros, personal de apoyo, padres y estudiantes son una parte valiosa del equipo, y estamos dedicados a trabajar con todas las familias para apoyar a cada estudiante que se sienta valorado, seguro, digno y aceptado y esté preparado para la vida en el siglo XXI. Este año continuaremos implementando prácticas y círculos restaurativos para crear una comunidad de gran apoyo para los estudiantes y el personal. Como parte de los esfuerzos continuos de nuestra escuela para ayudar a cultivar jóvenes adultos cooperativos, responsables y respetuosos, utilizamos un sistema de intervenciones y apoyos de comportamiento positivo. PBIS es un enfoque sistemático basado en equipos para enseñar las expectativas de comportamiento en toda nuestra escuela. Esperamos continuar mejorando nuestras pólizas, procedimientos y rutinas para alinearnos completamente con PBIS. ¡Esperamos comenzar este año escolar, conocer a su hijo/a como individuo y satisfacer las necesidades de todos nuestros Leones en asociación con usted y nuestra comunidad!

Con Orgullo de León,

? Betsy Felix

Dear LALA Family,

I am so happy to welcome everyone to the 2021-2022 school year at Los Angeles Leadership Academy High School! And I am thrilled to move from the position of Assistant Principal to Principal. In cooperation with our outstanding staff, I am certain that our safe return to campus will be a smooth transition from uncertainty to resolution.

After so many challenges faced over the past year and a half, I recognize the importance of ensuring that our school is a nurturing place that prioritizes wellness and the fostering of partnerships with families and the community. The village mentality is more important now than ever before. Please know that we welcome the opportunity to be a hub of resources for our families and are enthusiastic about working together once again to bring the best to our students.

In addition to our foremost intent of preparing students for successful and fulfilling futures in college and careers, with rigorous and engaging academics, our school will also continue to build community, value the power of voice, encourage advocacy of self and others, and promote the spirit of social justice.

I firmly believe that each and every student CAN be the change they wish to see in the world. Therefore, It is my goal to guide the students of LALA High School in being the best version of themselves; intellectually, physically, socially, and emotionally, through a wide range of instructional and socio-emotional programs, school events, and opportunities for community service.

I truly hope that everyone is as excited as I am for this new beginning!

See you soon!!

Sincerely,
Mrs. Sonia Del Pino, MA
Los Angeles Leadership Academy High School
Principal

Contact

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

Phone: (323) 227-7719
Email: sdelpino@laleadership.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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

School Contact Information (School Year 2021—2022)

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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	Sonia Del Pino HS and Betsy Felix MS
Email Address	sdelpino@laleadership.org
Website	http://laleadership.org
County-District-School (CDS) Code	19647331996610

Last updated: 2/23/22

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

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: 2/23/22

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

Grade Level	Number of Students
Grade 6	52
Grade 7	80
Grade 8	84
Grade 9	92
Grade 10	64
Grade 11	35
Grade 12	32
Total Enrollment	439
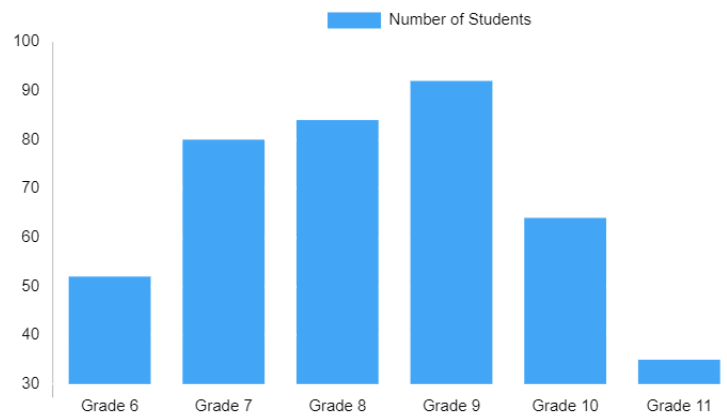
Last updated: 2/16/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	1.60%
Black or African American	0.50%
Filipino	0.00%
Hispanic or Latino	94.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.50%
Foster Youth	1.10%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disavantaged	80.90%
Students with Disabilities	15.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

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

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

Last updated:

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

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

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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. The studio is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards-based assessments. AP English Language and Composition AB (Core/College Preparatory). Course materials include The Language of Composition: Reading, Writing, Rhetoric by Sheba, Scan on, and Aufses, published by MacMillan Learning.AP English Literature AB (Core/College Preparatory). Course materials include The Bedford Introduction to Literature - Reading, Thinking, Writing by Michael Meyer. English 3D: Course C (2013) from Houghton Mifflin Harcourt is used for the Designated English Language Development/ English as a Second Language class.	Yes	100%
Mathematics	Glencoe Math, a robust middle school math program, engages students to develop critical math thinking. Interactive, highly customizable, and adaptable, Glencoe Math provides the tools necessary to expand understanding using the latest technology. Written to the Content Standards, Glencoe Math offers the perfect blend of print and digital to fit all your classroom needs. It is a research-based, blended, adaptive math curriculum that 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 the development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. Reading and w rating-based activities are an integral part of the Carnegie Learning curriculum. 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 with 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, Geog bra, Wolfram's) are used to enhance student engagement and motivation. Most teachers maintain their own websites, blocs, 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 (NW EA MAP, CAASPP, AP exams, etc.) To inform instruction and develop learning activities. 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), the use of translation devices (electronic or paper) is encouraged for English Learners with a limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards.	Yes	100%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	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 site-specific science laboratory plans. Science field trips, one per grade level commits to engaging 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. Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to and use interactive whiteboards (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, Pads, 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 w old 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 scientific 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. Les Angeles Leadership Academy adopted Inspire Science Curriculum for MS Students. California Inspire Science provides an in-depth, collaborative, and project-based learning experience. It is designed to help spark student interest and empower students to think critically and ask more questions. California Inspire Science is built for California NGSS, and it ensures all students are actively building mastery of the Performance Expectations. It uses a user-friendly instructional model that blends the 5E approach with key California NGSS goals. California Inspire Science is available as an integrated or discipline-specific model.	Yes	100%
History-Social Science	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.	Yes	100%
Foreign Language	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 In 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.	Yes	100%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	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. Further, health education is critically important because it helps students to adjust and adapt to the challenges of adolescence. 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.	Yes	100%
Visual and Performing Arts	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 Processes 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, an 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. 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 ART options.	Yes	100%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

School Facility Conditions and Planned Improvements

The Les Angles 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 safety concerns and minor repair needs. A once-monthly walk-through 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 the entrance and exit times, breaks, and playtimes. At The HS, planned improvements include routine repair of AC units and remodeling all student restrooms.

Last updated: 2/16/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: June 2021

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 walkthroughs of all interior surfaces
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	MS does a daily cleaning by staff, and deep cleaning at the beginning of each semester. HS does a daily cleaning by staff, and deep cleaning at the beginning of each semester
Electrical: Electrical	Good	MS does annual electrical tests during the fall semester. HS does annual electrical tests 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: June 2021

Overall Rating	Good

Last updated: 2/16/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 2/16/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	239	91.57	8.43	32.62
Female	132	121	91.67	8.33	42.37
Male	129	118	91.47	8.53	22.61
American Indian or Alaska Native	2	--	--	--	--
Asian	4	--	--	--	--
Black or African American	--	2	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	247	226	91.50	8.50	32.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	72	67	93.06	6.94	6.15
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	187	89.90	10.10	32.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	9.76

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

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

Last updated: 3/8/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	238	91.19	8.81	16.53
Female	132	121	91.67	8.33	21.01
Male	129	117	90.70	9.30	11.97
American Indian or Alaska Native	2	--	--	--	--
Asian	4	--	--	--	--
Black or African American	2	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	247	225	91.09	8.91	16.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	72	67	93.06	6.94	1.49
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	187	89.90	10.10	15.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	43	91.49	8.51	2.33

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

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

Last updated: 3/8/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	261	195	74.7	25.3	56.41
Female	132	95	71.9	28.1	63
Male	128	100	78.1	21.9	43
American Indian or Alaska Native	2	2	100	0	100
Asian	4	4	100	0	100
Black or African American	2	1	50	50	100
Filipino	0	0	0	0	0
Hispanic or Latino	247	164	66.4	33.6	61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	72	67	93.06	6.94	25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	187	89.9	10.1	53.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	10	21.2	78.8	30

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

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

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

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

Last updated: 3/8/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	261	136	52.1	47.9	58.8
Female	132	63	47.7	52.3	63.5
Male	128	73	57	43	54.8
American Indian or Alaska Native	2	1	50	50	100
Asian	4	4	100	0	100
Black or African American	2	1	50	50	0
Filipino	0	0	0	0	0
Hispanic or Latino	247	127	51.4	48.6	59.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	72	45	62.5	37.5	26.7
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	187	89.9	10.1	32.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	10	21.2	78.8	30

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

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

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

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

Last updated: 3/8/22

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

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

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

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

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

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

Last updated: 2/18/22

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

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

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/18/22

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

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

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

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

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

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

Last updated: 2/18/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	261	205	78.5	21.5	43.9
Female	132	101	76.5	23.5	46.53
Male	128	104	81.25	18.75	41.34
American Indian or Alaska Native	2	2	100	0	100
Asian	4	4	100	0	100
Black or African American	2	1	50	50	100
Filipino	0	0	0	0	0
Hispanic or Latino	247	182	73.7	26.3	29.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	72	67	93.06	6.94	25
Foster Youth	0	0	0	0	100
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	198	95.2	4.8	30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	10	21.2	78.8	30

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/8/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	261	218	83.5	16.5	34.4
Female	132	111	84.9	15.9	41.4
Male	128	107	83.6	16.4	27.1
American Indian or Alaska Native	2	2	100	0	100
Asian	4	2	50	50	0
Black or African American	2	0	0	100	0
Filipino	0	0	0	0	0
Hispanic or Latino	247	156	63.2	36.8	35.8
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	72	69	95.8	4.2	11.6
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	187	89.9	10.1	32.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	25	53.2	46.8	30

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

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

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

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

Last updated: 3/8/22

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

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

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/18/22

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

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

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/18/22

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

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

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/18/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	10.07	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/18/22

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	156	88.14	11.86	10.07
Female	89	83	93.26	6.74	6.49
Male	88	73	82.95	17.05	13.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	171	150	87.72	12.28	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	37	34	91.89	8.11	3.13
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	123	87.23	12.77	9.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	12.00

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

Last updated: 2/18/22

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

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: 2/21/22

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/21/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	90.38%

Last updated: 2/18/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

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

Last updated: 2/18/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Parent Engagement

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

School Site Council
English Learner Advisory Committee
Parent Council
Parent Workshops
Classroom Volunteers
School Volunteers
Monthly Parent Meetings
Coffee with the Principal
Teacher-Led Workshops for Parents
New Parent Orientation
Kindergarten Orientation

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	12.80%	16.90%	12.20%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	87.20%	80.00%	71.40%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%
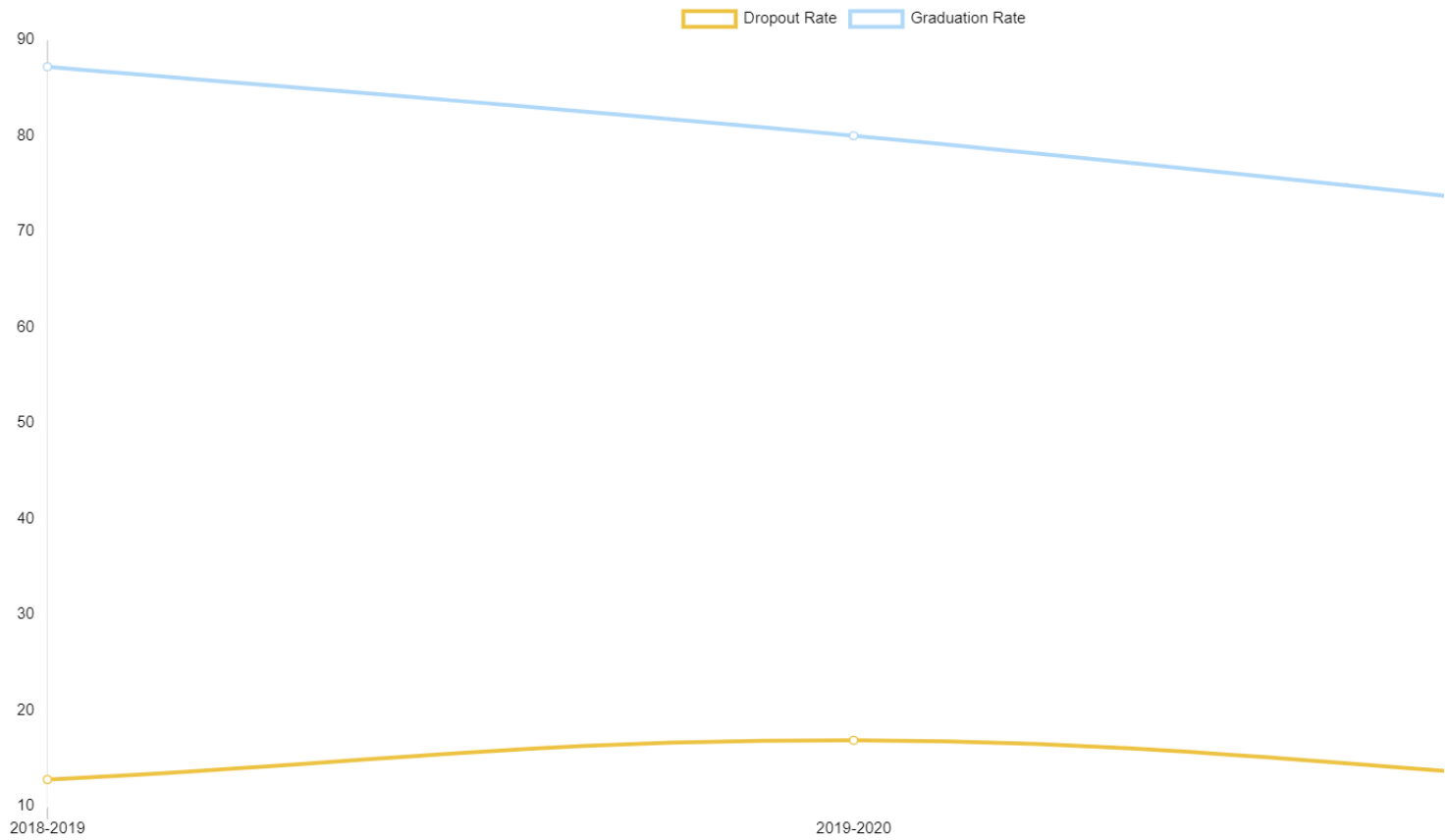
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	35	71.4
Female	27	21	77.8
Male	22	14	63.6
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	63.6
Asian	0	0	0.00
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	48	34	70.8
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Socioeconomically Disadvantaged	49	35	71.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

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

Last updated:

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	454	445	50	11.2
Female	229	224	25	11.2
Male	225	221	25	11.3
American Indian or Alaska Native	7	7	0	11.3
Asian	3	3	0	0
Black or African American	2	2	0	0
Filipino	0	0	0	0
Hispanic or Latino	429	421	50	11.9
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	3	3	0	0
English Learners	116	114	15	13.2
Foster Youth	5	5	2	40.0
Homeless	3	3	0	0
Socioeconomically Disadvantaged	366	359	46	12.8
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	70	69	12	17.4

Last updated:

State Priority: School Climate

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

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

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	5.61%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

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

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.16%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

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

Last updated: 2/16/22

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

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

Last updated:

School Safety Plan (School Year 2021-2022)

The Los Angeles Leadership Academy prepares students for success on chosen career paths, to live fulfilling, self-directed lives, and to be effective in creating a just and humane world.
The key elements of the Comprehensive School Safety Plan include:
1. Assessment of the Current Status of School Crime
2. Appropriate Programs and Strategies that Provide School Safety
- Child Abuse Reporting Procedures
- Disaster Response Procedures
- Suspension and Expulsion Policies
- Procedures for Notifying Teachers about Dangerous Pupils
- Sexual Harassment Policy
- School-wide Dress Code prohibiting gang-related apparel
- Procedures for Safe Ingress and Egress from school
- Procedures to Ensure a Safe and Orderly Environment
- Procedures to Ensure a Safe and Orderly Environment
- Hate Crime Policies and Procedures
- Bullying Prevention Policies and Procedures

Last updated: 2/16/22

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	21.00	9	18	1
Other**				0

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	19.00	25	1	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 2020–2021

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	19.00	3	16	
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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	25	7	
Math	16.00	26	8	
Science	20.00	13	4	
Social Science	21.00	17	11	1

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	28	5	
Math	18.00	20	3	
Science	19.00	18	4	
Social Science	20.00	15	3	

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	19.00	23	4	
Math	19.00	22	3	
Science	20.00	16	3	
Social Science	17.00	21	2	

Last updated: 2/21/22

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

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

Title	Ratio
Pupils to Academic Counselor*	439.0

Last updated: 12/31/99

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14814.00	$3102.00	$11712.00	$64200.00
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/16/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Intervention program for the students;

Before and after school Tutoring Program;

Professional Development for the teachers:

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

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

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

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

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

New pedagogical strategies

An understanding of high-quality math tasks

Questions to promote understanding

Messages to give students

Kagan Inc. Strategies: Kagan focuses on strategies for student engagement, participation, and cooperation. Teachers learn to use Kagan structures to increase academic achievement, improve student relations, enhance self-esteem, create a more productive classroom environment, reduce discipline problems and help students develop appropriate communication skills.

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

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

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

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

· Internal Benchmark Assessment Analysis

· Summative Assessment analysis and preparation (CAASPP)

Last updated: 2/16/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

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

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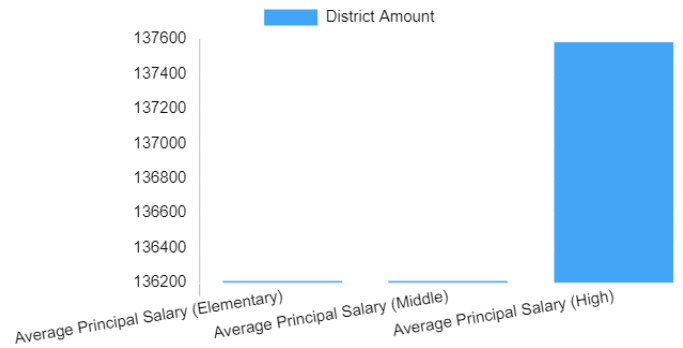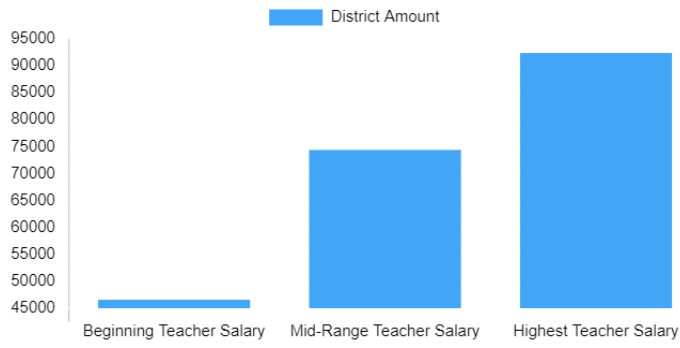
Last updated:

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

Percent of Students in AP Courses 22.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	9.00%

Last updated: 2/16/22

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

Professional Development

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