Los Angeles Leadership Primary Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest

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

Internet Access

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

Antonio Sanchez, Principal

📍 Principal, Los Angeles Leadership Primary Academy

About Our School

Greetings:
My name Antonio Sanchez, and it is my distinct pleasure to serve as the principal of Los Angeles Leadership Primary Academy for the 2016-17 academic school year.
Los Angeles Leadership Primary Academy is an elementary charter school located in the historic Salvation Army campus in the Lincoln Heights neighborhood of Los Angeles, California. LA Leadership Primary Academy is proud to offer a dual language program in which students become bilingual and biliterate in Spanish and English. We can also proudly say that we are one of few primary schools to offer 1-to-1 technology for all of our students (K-5).
LA Leadership Primary Academy opened its doors in August 2011 with Kindergarten and first grade. We have added a grade level every year thereafter and consequently our school has blossomed into a full K-5 program. Following the social justice mission from the established LA Leadership Academy middle and high school, LA Leadership Primary students are expected to grow to become Creators, Activists, and Scholars. Our goal is to enrich the lives of our students so that they can make positive contributions that will shape our world. Ultimately, we strive to foster a community in which every person feels respected, valued, and is encouraged to perform at the highest level.
I am looking forward to a great school year and the wonderful activities and learning experiences we will share. I look forward to serving you and our wonderful community.
LA Leadership Primary Academy's motto is "The one who know two languages is worth two."
Respectfully,
Antonio Sanchez

Contact

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

Phone: 213-381-8484
E-mail: asanchez@laleadership.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Los Angeles Leadership Primary Academy
Street	2670 Griffin Ave.
City, State, Zip	Los Angeles, Ca, 90031-2311
Phone Number	213-381-8484
Principal	Antonio Sanchez, Principal
E-mail Address	asanchez@laleadership.org
Web Site	laleadership.org
County-District-School (CDS) Code	19647330124818

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Our Mission

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.

Academy Mandala Words

The word "mandala" means circle. It represents wholeness, and can be seen as a model for the organizational structure of life reminding us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. Each member of our community which makes up L.A. Leadership Academy is expected to embrace the guiding principles represented by our Academy Mandala Words:

Community - We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.

Empowerment - We claim our power to define ourselves and to struggle for liberty.

Well-Being - We nurture our minds, bodies and spirits by practicing healthy habits.

Creator - We express our uniqueness, imagine new possibilities, shape ourselves and, and impact the world.

Love - We care deeply about ourselves and others, and express this through our actions.

Inquiry - We constantly seek understanding by asking questions of ourselves and of the world around us.

Integrity - We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars - We are critical thinkers engaged in a lifelong pursuit of knowledge.
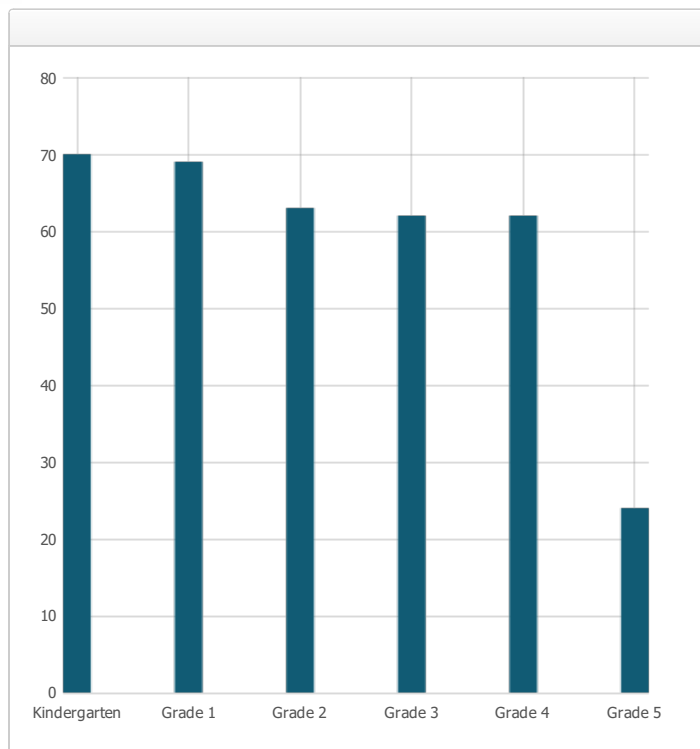
Activists - We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage - We have the strength to recognize and challenge our fears.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	69
Grade 2	63
Grade 3	62
Grade 4	62
Grade 5	24
Total Enrollment	350

Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.3 %
Asian	0.9 %
Filipino	0.0 %
Hispanic or Latino	95.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	3.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.4 %
English Learners	51.1 %
Students with Disabilities	10.6 %
Foster Youth	1.7 %

Last updated: 1/17/2017

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	17	21	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
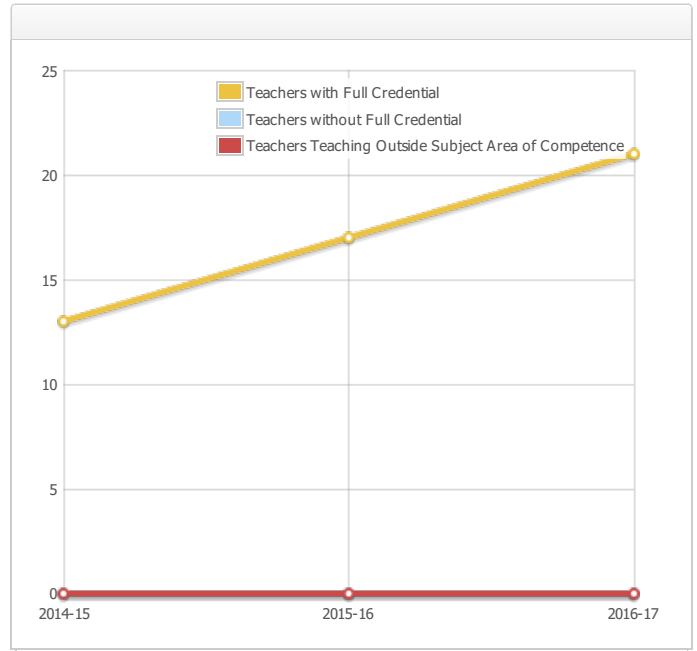
Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
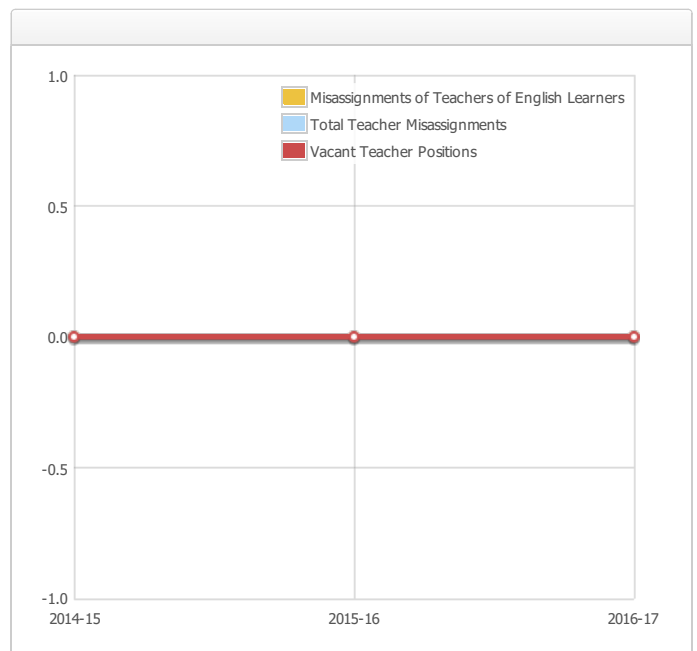
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: June 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Los Angeles Leadership Primary Academy engages students in purposeful reading and writing each day by exposing students to reading, writing, and working with words in two languages to become truly biliterate. In each grade, writing units are designed based on the California Common Core State Standards ("CCSS"). The CCSS are grouped into units in our pacing plans. Teachers work together in grade level teams to develop standards-based, thematic units that culminate in writing projects. LALPA will transition from a textbook-centered curriculum to a program of thematic teaching and balanced literacy. Balanced literacy uses regular but discrete (carved out) periods of time for skills instruction and literature-based experiences to incorporate the benefits of both skills-based and meaning-based approaches to reading instruction. Based on students' needs, teachers have discretion as to when to integrate specific skills. Skills-based instruction includes direct and explicit instruction in phonemic awareness and phonological concepts, decoding skills, comprehension strategies, and vocabulary. Meaning-based instruction helps students develop a lifelong interest in reading through rewarding experiences with high-quality, high-interest books in a language-rich classroom environment offering many opportunities for independent and shared reading. Currently, in grades K-5, Houghton Mifflin Harcourt Excursions is available to use as a resource for instruction of English language arts. During the 2015-16 school year, teachers in 4th and 5th grades are piloting Wonders by McGraw Hill, as a digital English language arts curriculum on one-to-one laptops. In grades K-3 Excursions is used for instruction of Spanish language arts and Estrellita Beginning Spanish Reading Program is used K-1 as a supplement to instruction on phonemic awareness, phonics and fluency. A new textbook adoption will take place in 2016-2017 once the state releases the list of approved publishers for reading and language arts curricula.	Yes	0.0 %
Mathematics	Mathematics instruction at LALPA focuses on activities in which students have concentrated practice in basic skills while deepening their critical thinking. Computational fluency is developed in concert with a child's developing number sense. Students use a variety of strategies in computation and problem-solving and learn to represent their thinking with appropriate models. Beginning in kindergarten, students must be able to explain their thinking processes as they interact with other students and the teacher. Additionally, they must be able to communicate their strategies and findings in writing. In kindergarten and first grade, teachers use McGraw-Hill My Math, a program fully aligned to the CCSS for Mathematics. The program offers students opportunities to embrace math through meaningful real-world applications. Teachers in grades 2-5 use Houghton Mifflin Go Math! California, specifically designed for California teachers. It incorporates the CCSS Mathematical Practices in every lesson to develop mathematical thinking and features exploration-driven lessons that begin with problem-based situations and build to more abstract problems. As a supplement to classroom instruction, teachers and students have access to an online visual math program based on neuroscience research from UC Irvine. This program, entitled ST Math by MIND Research Institute, offers programs that reinforce key concepts, improve fluency, and connect math and music. Through professional development from UCLA Center X, the teachers have implemented Cognitively Guided Instruction (CGI) Math. Developed by education researchers Thomas Carpenter, Elizabeth Fennema, Penelope Peterson, Megan Loef Franke, and Linda Levi, CGI is guided by two major theses. The first is that children bring intuitive knowledge of mathematics to school with them and this knowledge should serve as the basis for developing formal mathematics instruction in elementary school. This thesis suggests an emphasis on assessing the processes that students use to solve problems. The second thesis is that math instruction should be based on the relationship between computational skills and problem-solving, creating emphasis on problem-solving rather than repetition of number facts. This approach helps teachers take advantage of children's natural problem-solving strategies by using	Yes	0.0 %

story problems to introduce a topic and asking students to solve those problems any way they can. This unique method helps children develop meaning for mathematics before they use number sentences to represent problems

Science	The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. The science program encourages curiosity, critical thinking skills, and connection to the natural world. Students experience real world application of science in the school garden as they plant, observe, and record their findings. The science program supports the integration of math and language arts, developing high levels of academic language in English and Spanish. Students learn through Full Option Science System (FOSS), a science curriculum designed to present skills and information sequentially, leading students to a more comprehensive understanding of the content. Besides the FOSS curriculum, supplemental materials include videos and trade books specifically pertaining to the science topics being taught. Students also create interactive science notebooks as tools for learning. These notebooks are structured to provide opportunities for students to record their observations and reflect on what they learned from those observations. The science program is aligned to A Framework for K-12 Science Education, developed by the National Research Council, and supports the Next Generation Science Standards for which A Framework for K-12 Science Education is the foundation.	Yes	0.0 %
History-Social Science	In order to develop global citizens and agents of change, it is important for LALPA students to develop a strong sense of the historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools. Teachers in the upper elementary grades use the Houghton Mifflin California Social Studies textbook as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. Primary grades do not utilize textbooks for social studies; teachers develop their own standards-based lesson plans.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

Los Angeles Leadership Primary Academy employs three classified staff members that are assigned to custodian and maintenance duties. Their job responsibilities include reporting of safety concerns and minor repair needs. A once - monthly walk through the building is documented in our facility binders. In addition, weekly operations meetings are held where Managers report findings to Administration.

Classroom at the Primary Academy are clean, sanitary, and deep cleaned weekly. Restrooms facilities are cleaned daily and deep cleaned weekly.

Evacuation routes are planned, clear, and posted .

Emergency signs, including wet floor are consistently posted.

School Safety Plan information is posted in each classroom.

School entrance are monitored by school staff during entrance and exit times, breaks, and play tomes.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair needed at this time. The Primary Academy does quarterly maintenance on all areas.
Interior: Interior Surfaces	Good	No repair needed at this time. The Primary Academy does daily maintenance and monthly walk through of all interior Surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repair needed at this time. The Primary Academy does a daily cleaning by staff, and deep cleaning at beginning of each semester.
Electrical: Electrical	Good	No repair needed at this time. The Primary Academy does an annual electrical test during fall semester
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repair needed at this time. Restrooms are cleaned three times a day and as needed.
Safety: Fire Safety, Hazardous Materials	Good	No repair needed at this time. PS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguiser maintenance is done every year and replaced as needed.
Structural: Structural Damage, Roofs	Good	No repair needed at this time.

| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | PS does daily cleaning and monthly walk- through |

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

| Overall Rating | Good |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	10.0%	27.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	21.0%	23.0%	25.0%	29.0%	34.0%	36.0%

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

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	31.8%
Male	31	31	100.0%	32.3%
Female	32	32	100.0%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	62	100.0%	32.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	31.0%
English Learners	40	40	100.0%	20.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.8%	24.6%
Male	35	35	100.0%	22.9%
Female	28	26	92.9%	26.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.3%	25.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.1%	21.2%
English Learners	38	38	100.0%	10.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	24	100.0%	20.8%
Male	--	--	--	--
Female	16	16	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	20.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	21.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/17/2017

ELA- Grade 6

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/17/2017

ELA - Grade 7

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/17/2017

ELA - Grade 8

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/17/2017

ELA - Grade 11

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.0%	33.3%
Male	31	31	100.0%	32.3%
Female	32	32	100.0%	34.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	62	100.0%	33.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	34.5%
English Learners	40	40	100.0%	25.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	62	98.4%	21.3%
Male	35	35	100.0%	22.9%
Female	28	27	96.4%	19.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.0%	22.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	21.2%
English Learners	38	38	100.0%	13.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	24	100.0%	--
Male	--	--	--	--
Female	16	16	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 6

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 7

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 8

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

Mathematics - Grade 11

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	21.0%	0.0%	0.0%	46.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/17/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	24	24	100.0%	20.8%
Male	--	--	--	--
Female	16	16	100.0%	18.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	24	24	100.0%	20.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	23	23	100.0%	21.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/17/2017

Career Technical Education Programs (School Year 2015-16)

LALPA's instructional program supports student development of technology-related skills through the school computer lab and through mobile laptop and iPad carts, which support integrated communications in the classroom. In the computer lab, students use technology to conduct research, use keyboarding programs, access online learning programs such as STMath and RAZkids, and engage in interactive tasks assigned by the teacher. Mobile laptops (7 carts) and iPads (5 carts) are used with Google Classroom and Google Apps to collaborate (GoogleDocs), create presentations (GoogleSlides), conduct surveys and take quizzes (GoogleForms), and manage work in progress (GoogleDrive). Technology use follows the SAMR model of progression that most schools use as they implement teaching and learning with technology.18 First, substitution uses new technology to replace old (replacing Microsoft Word with Google Docs). Next, augmentation provides enhancements such as auto-save, and auto-sharing in the cloud. Then, modification transforms student learning through collaboration and shared feedback (commenting on a peer's paper, participating in a discussion forum). Finally, redefinition allows students to direct their own learning and create products that reflect the content, skills, and concepts they have been learning (creating a documentary video from synthesis of external sources, creating a musical soundtrack to enhance meaning, etc.).

Each student has access to an iPad, laptop or lab computer to learn about current software programs and practice content and technology skills. For example, LALPA has access to or licenses for: RAZkids (reading support/assessment), STMath (supplement to classroom instruction), Lego Robotics Models, and Keyboarding Without Tears in addition to access to the textbook publishers' software programs for mathematics and language arts. Students are prepared to take computer-based state standardized assessments because they have instruction in and access to the technology used to administer the exams.

Last updated: 1/17/2017

Career Technical Education Participation (School Year 2015-16)

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: 1/17/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.7%	34.8%	26.1%

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

Last updated: 1/17/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

Barrio Action: 4927 Huntington Dr. #200 Los Angeles, CA 90032
Esperanza Services: 2510 W. Main St. Alhambra, CA 91801
Behavioral Health Service: 4099 N. Mission Rd. Los Angeles, CA 90032

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

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

	School			District			State		
Indicator	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	68.10	70.20	72.20			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
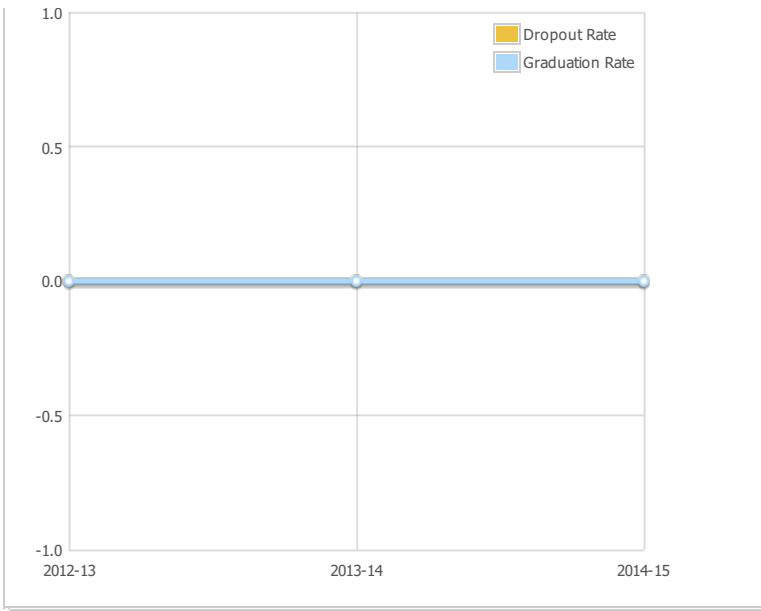
Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

Student Group	School	District	State
All Students	--	86	85
Black or African American	--	82	77
American Indian or Alaska Native	--	80	75
Asian	--	90	99
Filipino	--	91	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	86	85
White	--	88	87
Two or More Races	--	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	--	39	51
Students with Disabilities	--	57	68
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.0	0.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
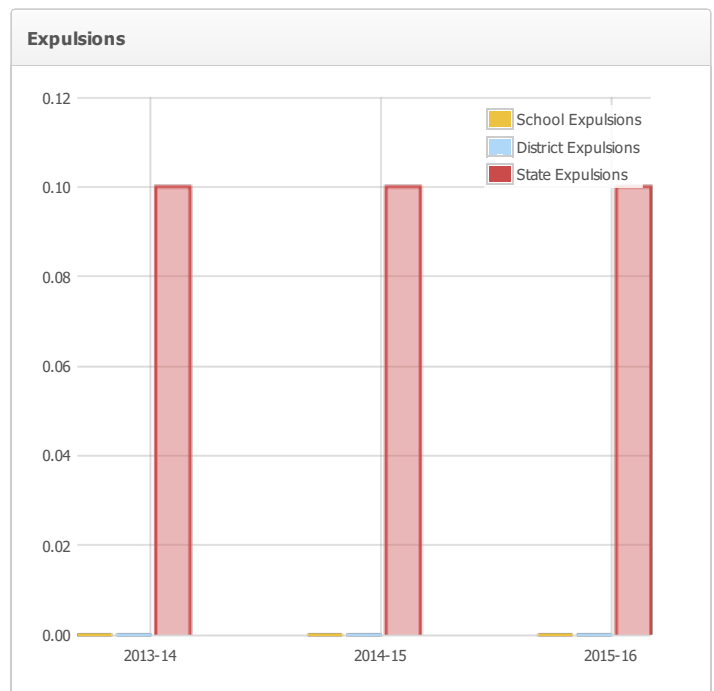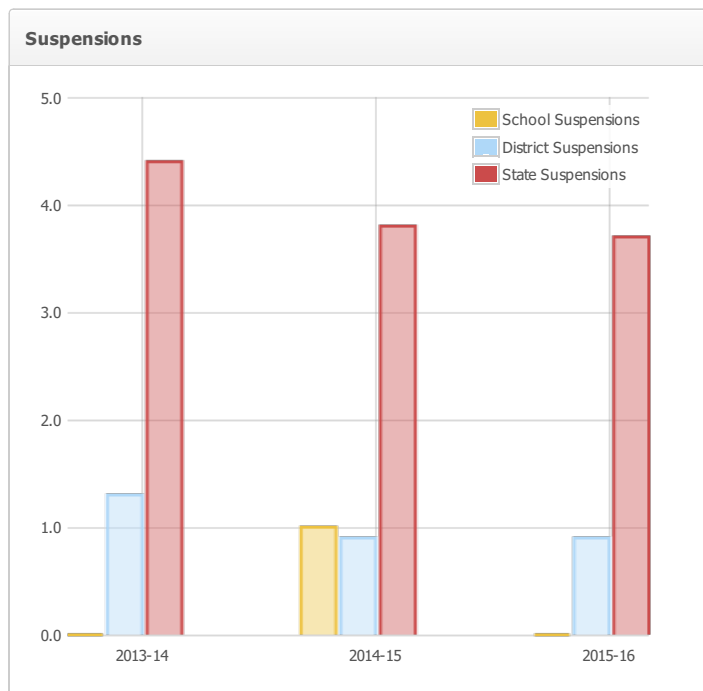
School Safety Plan (School Year 2016-17)

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

Duck, Cover and Hold (earthquake, explosion)
Evacuation (fire, explosion, hazardous material release, post earthquake)
Walking to an off-campus location (Middle School Campus)
Directed Transportation (when a bus is required to leave the area)
Shelter-in-Place "LOCK DOWN" (hazardous material release, gunfire, sniper, storms)
Drop flat to the ground – "hit the deck" (gunfire)
There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system utilizes designs that may be applied to any emergency. It's based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS) the school will be linked to other responsible agencies in an integrated fashion.

PURPOSE

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

emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING

Los Angeles Leadership Academy has developed strategies and procedures to ensure a safe and orderly environment conducive to learning that includes all staff will be given a Los Angeles Leadership Academy Procedures Handbook. It will be given out and reviewed in an in-service prior to the first day of instruction. The handbook outlines the following areas:

School Mission Statement, goals and objectives
Teacher responsibilities
Bell, recess and lunch schedules
Discipline plan
Guidelines for homework
There is adequate playground supervision that includes
Parent volunteers
Teacher supervision
Administration supervision
We shall continue to implement a school-wide dress code
We shall communicate and enforce district rules and procedures on school discipline
Our safety action plan will be evaluated annually and amended on an as-needed basis
School rules shall be communicated to students, parents, and staff and shall be posted in each classroom
Every classroom shall continue to make accessible in case of an emergency its Emergency Kit and its Emergency Disaster Drill Procedures Envelope that includes current class attendance roster
Smoke-free Policy

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

Telephone

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

Visitors

Parents, volunteers and visitors are welcome to visit the school. All entrances to the school, except the closest entrance to the main office, will be locked during the school day (8:15 am to 3:45 pm). Visitors are asked to enter through the front door and sign in at the office upon arrival. All visitors will be given a visitor badge to be worn or shown if requested by school personnel. Visitors are asked to sign out at the office when leaving the campus. To provide for the safety of all students and to limit classroom interruptions, any communications during the school day between parents and their children (such as dropping off books, homework, lunches, etc.) must be conducted at the school office rather than the classroom door. School personnel will arrange for messages or deliveries to be made to classroom at appropriate times. An adult must accompany children visiting the school who are not enrolled in the school. ALL STAFF ARE HELD RESPONSIBLE FOR STOPPING UNKNOWN PEOPLE WHO ARE NOT WEARING A BADGE AND ASKING THEM TO GO TO THE OFFICE.

ACTION PLAN: CHAIN OF COMMAND

1. Principal-

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

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

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

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

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

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

ACTION PLAN: CHAIN OF COMMAND

Principal
Assistant Principal
Secretary/Admin Designee
Office Manager
Staff/teachers/parents
Pupils Leaving School -No child is permitted to leave the school during the school day without permission of the parent/principal/designee

-Because it is much safer, it is mandatory that parents come to the office in person to take children out of school early. Children will only be released to their parent/guardian or people whose names appear in their emergency card (no exceptions)

PARENT/GUARDIAN INFORMATION

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

Route To and From School

• Plan with your child, know what route they take

• Establish a time for leaving and arriving home

•Children should not arrive at school before 7:45 am

• The campus is open at 7:45 am

• Campus monitors supervise the playground starting at 7:45 am. There is no supervision before that time.

• Breakfast begins at 8:45 am

• Children are not to be detained more than 15 minutes after class unless in after-school intervention, school activities, or have parent permission.

• Children are not allowed to remain on the school grounds and may only visit friends after going home. It is suggested that students complete their homework immediately after arriving home.

• Children who are not a part of the After-School Program must go straight home after school.

• Children should know their address and telephone number.

Class Visitation

• Visitors must report directly to the office for a visitor's pass before entering the campus/class.

• Children that are not enrolled in the school cannot visit the campus unless accompanied by a parent/guardian.

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

During normal school hours our school has one walking entry gate (Griffin Avenue). Students may arrive at school at 7:45 am. Students will go into the first floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day. The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled. The school day ends at 2:45 pm (2:30 pm for Kindergarten) on Mondays, Tuesdays, Thursdays and Fridays. On Wednesday school dismissal is at 1:30 pm (1:15 pm for Kindergarten) for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule. All staff members and parent volunteers monitor the safe exit of students. The 2nd-5th grade students will exit through the Griffin Ave. gate (front of the school), and Kinder & 1st grade will exit through the Ave 28 gate. Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

• Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.

• Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.

• Walkie-Talkies assigned to designated staff will be operational throughout the day.

LEVELS OF EMERGENCIES

Emergencies are described by one of the following three levels:

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

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

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

AUTHORITIES AND REFERENCES

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

PLAN IMPLEMENTATION

The Plan will be:

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

PLANNING HAZARD ASSESSMENT

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

STAFF ORIENTATION/TRAINING

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

FACULTY AND STAFF

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

SPECIAL EDUCATION

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

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

INSTRUCTIONAL MATERIALS AND TOOLS AND PROFESSIONAL DEVELOPMENT

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

LEARNING ENVIRONMENT

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

DRILLS

In accordance with state law: Fire drills will be conducted on a regular basis. In addition, earthquake and lock-down response drills will take place every semester. All students and staff will participate in these mandated drills. A district wide drill/simulation is recommended yearly. All drills will be recorded and a record kept.

EVACUATION ROUTES

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

PARENT COMMUNICATION/RESPONSIBILITY

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

SUPPLIES AND EQUIPMENT

Disaster supplies and equipment are maintained as follows:

• Emergency kits in each classroom.

• First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.

• Tools for shutting off the utilities at each shut-off location.

EMERGENCY CARDS

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

COMMUNICATIONS

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

EMERGENCY ACTIONS

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

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

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

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

• Bomb Threat

• Chemical Accident

• Civil Disobedience

• Earthquake

• Explosion and/or Threat of Explosion for each emergency

• Fire

• Irrational Behavior

• Loss of Utilities

• Rabid Animal/Animal Disturbance

RESPONSIBILITIES

Principal Or Designee

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

Office Staff

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

Teachers

Assess situation and remain calm. Calm, direct and give aid to the students. Assist seriously injured students if possible. Take the appropriate action in each case. Keep a record of location of all students at all times. Be alert for latent signs of injury/shock in all students. Keep Emergency folder with updated list of students and emergency contact numbers.

Custodians/Maintenance People

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

EMERGENCY TEAMS

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

The Emergency Teams Sections outlined in this Plan are:

Command Section

Incident Commander Safety Officer Public Information Officer Liaison Officer

Operations Section

Operations Chief Site facility Check/Security Search and Rescue Team Search and Rescue Team Leader Medical Team Medical Team Leader Student Care Student Release

Logistics Section

Logistics Chief Staffing Communication

Finance/Administration Section

Finance/Administration Chief Purchasing

Team Membership:

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

Team Leader Responsibilities:

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

Requesting the principal or designee to fill any vacancies on the team;
Arranging for the training of new members and alternates;
Ensuring that necessary supplies and equipment are maintained;
Recommending purchase of necessary supplies and equipment to the principal or designee;
Conducting annual meetings with team members to validate or update procedures;
Attending annual meetings with other team leaders and the principal or designee;
Determining where and under what conditions the team will meet during emergencies;
Coordinating team activities during an actual emergency.
NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

PERSONAL PREPAREDNESS

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

Know and complete those assignments for which they are assigned.
Have the confidence that they have prepared their students to deal with emergencies. The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.
The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

Lock-Down Procedures

The purpose of a Lock Down – Response or a Lock Down – No Response signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crises that can occur in a school it was necessary to establish a Lock Down – Response and a Lock Down – No Response Signal:

Lock Down – No Response –

Is used when there is:

1. a gunman in the school or

2. shots being fired or

3. a hostage situation

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team (SERT) is not activated. Staff without supervision of children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the Lock Down – No Response is declared, move the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under the direct supervision of an adult when the Lock Down – No Response signal is given should find the nearest adult and follow their directions.

Any visitor to the school will remain where they are, assuming they are either in a classroom or office. If in neither location, go to the nearest classroom and follow the teacher's instructions. The secretary or someone else who is in the Command Post at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after the Lock Down – No Response signal was given.

Lock Down - Response – Is used, at the discretion of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a Lock Down – No Response except there is no need to move children away from windows or to sit on the floor. The Search Team will collect the Emergency Attendance sheets from each classroom.A Lock-Down signal should never be used for a fire/explosion or weather emergency. These events have their own signal and should not be confused with a Lock-Down situation.

Lock-Down Procedures Checklist For Secretaries and Office Staff

1. Phase I Responsibilities (first ten minutes):

Immediately transmit information regarding the emergency to the Incident Commander (IC).
When directed, call 911 or local police dispatcher.
Initiate an Event Log recording when notifications are made, to whom, and a brief description of activity.
If appropriate, turn off the bell system.
Assist with the implementation of the School Emergency Response Plan.
If visitors and/or students are in the office when the emergency is declared, arrange for their removal to a safe area outside the Command Post.
If there is more then one telephone line for incoming telephone calls, place one of the lines on "hold" to ensure the availability of an open telephone line for out going calls.
Assign a person to answer the telephone and to maintain a log of all incoming calls.
2. Phase II Responsibilities (Next fifty minutes):

Assist in coordinating IC's response to the emergency.
Make the "Visitor Log" available to the Search Team Coordinator to assist in the accountability of visitors.
When directed, update the Charter Board on the status of the emergency.
Provide directory information for notification to families of injured students and/or staff.
Keep IC apprised of any new information.
Keep the Event Log up to date.
In the event the building is evacuated, take copies of parent and staff notification phone numbers and addresses (if available).
3. Phase III Responsibilities (Rest of the first day):

When directed, notify the Charter Board of the change of status from a Lock-Down to an "All Clear," meaning the emergency is over.
If asked, assist the IC in the preparation of a written statement regarding the incident.
Assist in restoring a sense of normalcy to the school by responding to inquiries about the incident in a professional, low keyed response.
Assist in dealing with the influx of concerned parents.
Assist IC in preparing for the emergency staff meeting scheduled for that afternoon.
Attend all meetings of the School Emergency Response Team and assist in the preparation of briefing documents.
Perform such other duties as may be directed by the IC.
4. Phase IV Responsibilities (Subsequent days):

Maintain the Event Log.
Respond to incoming calls.
Assist in calling for substitute teachers if needed.
Assist in calling parents of absent children.
Keep IC advised of any changes.
Assist in establishing schedules for counseling if required.
Perform such other duties as may be directed by the IC.
Lock-Down Procedures Checklist For Principal/Incident Commander (IC)

Always assume the information is correct.

1. Summon Help:

Designate that 911 be called. Have the caller remain on the line with 911 operator to keep police advised of changing conditions.
Call Charter Board.
Shut off school's bell system.

2. Conduct an Immediate Assessment:

Send staff person (Site Coordinator) to confirm and assess the situation.
Based upon the assessment, determine appropriate action/emergency signal.

3. Alert School Staff and Students of the Emergency:

Fire – Sound Fire Alarm and evacuate the building.
Severe Weather Condition – Sound established signal. (verbal command)
Lock Down – No Response – Verbal command - No one moves in the school until the police arrive on the scene. The situation involves one of the three following conditions: a). gunman in the school b). shots being fired c). a hostage situation
Lock Down - Response – Verbal command -Activates the School Emergency Response Team. o Shelter-in-Place – Verbal command – Secures campus, activates School Emergency Response Team, shelters community members.
Duck, Cover, and Hold On – Verbal Command

4. Implement Appropriate Emergency Response Plan:

Deploy SERT.
Remain at Command Post to direct follow-up activity.
SERT member deploys Search Team.
SERT member(s) coordinate the accounting of students, staff, and any visitors at time of crisis.
Maintain an Event and Status Log.

5. Coordinate Police, Fire, and/or Emergency Medical Personnel needs:

Keep responding units updated on the situation.
Assemble witnesses and victims for the authorities.
Brief responding units once on the scene.
In concert with responding police/fire/medical Officials, determine next steps to be taken.

Notify parent(s) or guardian of injured/missing student(s).
Coordinate school response – On-site, off-site, and the Charter Board response.

6. Main Office/Command Post is Taken Hostage:

Stay calm.
Don't be a hero.
Follow instructions of captor.
Cooperate; be friendly if possible.
Don't argue with or antagonize captor or other hostages.
Inform captor of medical or other needs.
Be prepared to wait; elapsed time is a good sign.
Don't try to escape.
Don't try to resolve situation by force.
Be observant and remember everything you see and hear.
When a rescue takes place, follow the instructions of the rescuers.

7. Stand Down Procedures:

In concert with the police site commander, signal an "All Clear".
Direct SERT member(s) to assist with parents wanting to either see their child or wanting to remove their child from school.
Prepare a written press release with the assistance from the Charter Board.
Adjust the school schedule to deal with the lost time.

8. Recovery and Follow-up Activities:

Meet with SERT and critique the effectiveness of the Team's response.
Determine the needs for the following day(s).
Conduct emergency staff meeting at end of first day.
Visit the affected students/staff and their families.

Last updated: 1/17/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 5
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	23.0	0	3	0	25.0	0	3	0				
1	22.0	1	2	0	21.0	2	1	0				
2	21.0	1	1	0	21.0	1	1	0				
3	23.0	0	1	0	21.0	0	3	0				
4	0.0	0	0	0	22.0	0	1	0				
5	0.0	0	0	0	0.0	0	0	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	350.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	7.5	N/A

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

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

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$0.0	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

1. Direct Ed- speech, counselling, and occupational therapy services for students with special needs. PAID VIA SPED

2. Arroyo Vista Health Screening- vision and hearing for students and free physicals for parents. FREE

3. La Liberia- partnership to promote children's Spanish literature. FREE

4. Lincoln Heights Public Library- monthly visits and annual assemblies about library events. FREE

5. UCLA Peer Mediators- run individual and group mediation to provide a space for conflict resolution. FREE

6. VIP Community- provides individual & group therapy, parenting classes, psychological assessments & testing, counseling on school campus, violence prevention, youth development and educational enrichment programs. FREE

7. Barrio Action- provides case management, individual and group counseling, conflict resolution and substance abuse program. FREE

8. Esperanza Services- provides supportive services and advocacy to understand communities, especially children, adults and families with special needs to achieve self-efficiency with dignity, respect and compassion. FREE

9. Behavioral Health Services- community-based healthcare organization providing substance abuse, mental health, drug-free transitional living, older adult services, HIV/AIDS education and prevention, and other related health services to the residents of Southern California. FREE

10. Department of Water and Power- Water conservation workshops for students and parents, offering a six week after school class for grades 3-5, including homework assistance, snacks, art integration, and field trips. FREE

11. Dancescape- after school dance program. FREE

12. School Garden- outdoor education connected to grade-level science and language arts standards. FREE
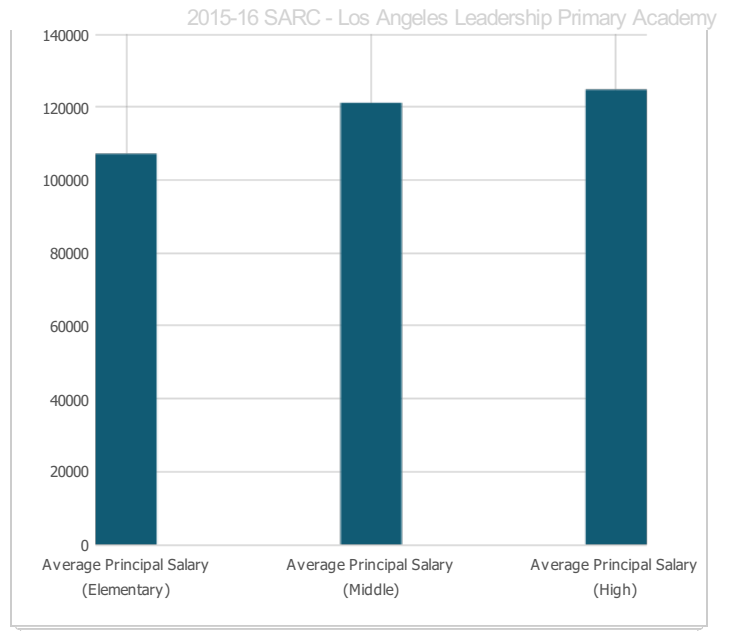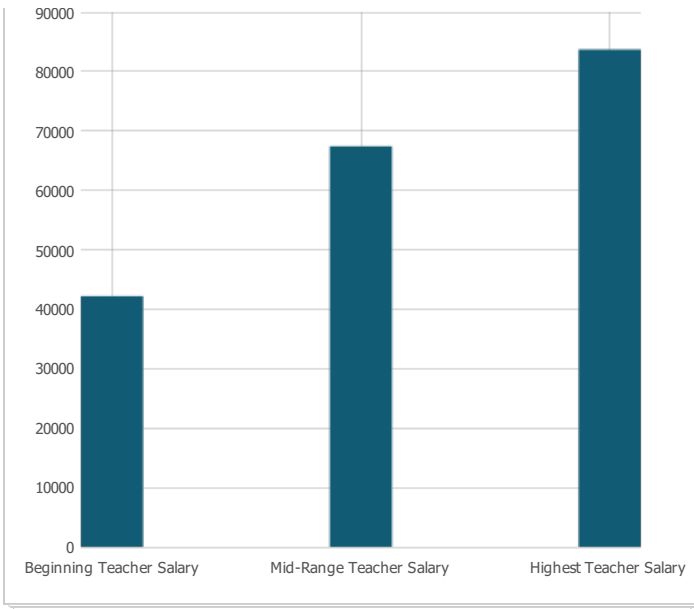
Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,207	$45,092
Mid-Range Teacher Salary	$67,417	$71,627
Highest Teacher Salary	$83,703	$93,288
Average Principal Salary (Elementary)	$107,190	$115,631
Average Principal Salary (Middle)	$121,149	$120,915
Average Principal Salary (High)	$124,798	$132,029
Superintendent Salary	$350,000	$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
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/ .

Teacher Salary Chart	Principal Salary Chart

Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 1/17/2017

Professional Development

The primary/major areas of focus for staff development are: Common core standards to transition to the newly adopted standards. Training on language acquisition and vocabulary instruction (i.e, GLAD--Guided Language Acquisition Design--training) as we are teaching students in two languages.

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

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 biliterate. LALPA recruits qualified teachers through advertising on EdJOIN, on the LALA website, at Pepperdine University, UCLA, Loyola Marymount, the California Association of Bilingual Education, and the Association of Two-Way and Dual Language Education. In addition, we provide competitive salaries and benefit packages. A feature that teachers appreciate is the Wednesday early release day for staff meetings, grade level collaboration and planning, and data analysis. Every grade level team participates in an ongoing process of ascertaining the current level of student achievement, establishing a goal to improve the current level, identifying means to achieve that goal, and providing periodic evidence of progress. This collaborative time helps teachers efficiently couple data with student knowledge to plan effective instruction and improve student outcomes.
Ongoing professional development is managed through creation of the annual Professional Development Calendar. The faculty and staff are offered a range of professional development opportunities on an ongoing basis. Some examples include:
· West Ed, a professional learning and curriculum planning series to provide teachers and leaders with the knowledge and skills necessary to create a customized ELA curriculum. (See below for specific information on the components of this program.)
· Project GLAD, a six-day certification program preparing educators to build academic language and literacy for all students, especially English learners.
· Conference attendance and training opportunities with the California Association of Bilingual Education and the Association of Two-Way and 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.
· California Charter Schools Association Conference is an opportunity to attend workshops designed for the unique needs of charter schools and charter school teachers.
· Growing Educators is a company that provides custom professional development workshops in Balanced Literacy and supporting the CCSS.
· Cognitively Guided Instruction Math. Professional development that educates teachers in an approach to math that promotes mathematical thinking and supports language development.
· Project Based Learning, a three-day institute offered through the LA County office of Education, providing training and tools to utilize project based learning as an instructional approach to implementing the CCSS.
· All teachers will be provided access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into the regular classroom setting. In addition, Ian Byrd, the founder of Byrdseed Gifted Education, will be scheduled for a professional development session sometime during the 2016-17 school year.
In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, 504 and IEP Implementation, English Language Development, Cultural Proficiency, Depth and Complexity, dual language instructional strategies, and integration of technology for the 21st Century. Faculty is encouraged to attend these workshops and seminars. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level to ensure application of new concepts and successful implementation of new skills.
A specific professional development opportunity for the current school year will be provided by West Ed. This professional learning and curriculum planning series will provide teachers and leaders with the knowledge and skills necessary to create a customized K-5 ELA curriculum that best meets the needs of all teachers and students. All teachers and school leaders will participate in training made up of six components:
1. Professional learning around the anchor standards, instructional shifts, and learning progressions in the Common Core ELA Standards for grades K-12.
2. Creation of a customized LALPA year long curricular pathway for each grade or course based upon the purchased/adopted ELA curricula.
3. Identification of strengths and areas to supplement within the Charter School's purchased ELA curricula based upon alignment to the anchor standards.
4. Analysis of the balance between informational and literary text and between the three types of writing within the purchased/adopted ELA curricula and determination of any necessary shifts or supplementation.
5. Integration into the curriculum of a contextualized approach to the teaching of language, grammar, and conventions.
6. Identification of common assignments and assessments within the purchased/adopted ELA curricular that each grade level or course will use to measure

student progress

Last updated: 1/17/2017