

**Los Angeles Leadership Academy**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School Year**  
**California Department of Education**

<b>Address:</b>	234 East Avenue 33 Los Angeles, CA , 90031-1937	<b>Principal:</b>	Elsa Ochoa, Principal
<b>Phone:</b>	(323) 227-7719	<b>Grade Span:</b>	6-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

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

## **California School Dashboard**

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

## **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.

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# About This School

## Elsa Ochoa, Principal

📍 Principal, Los Angeles Leadership Academy

### About Our School

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This year the LALA team will be making an even stronger commitment toward strengthening our “Culture and Climate of Care.” The positive connections that our teachers, administrators, counselors, and support staff make with our students daily are critical not only to students' academic success but also to their overall wellness. At Los Angeles Leadership Academy, it is important to the Board of Directors and my team that our students are at the center of every decision we make. We are also equally committed to academic excellence and character development to ensure all students have the knowledge and skills to achieve their potential and pursue their talents and passions. Moreover, we have highly skilled, dedicated, and committed teachers, support staff, counselors, and administrators who will be working hard each day to provide your child(ren) with a world-class education.

#### FOCUS AND PRIORITIES FOR THE 2023-24 SCHOOL YEAR

Our focus in 2023-24 will be on the whole student, and we will be working towards fostering a culture of celebration and recognition for the amazing things that happen at our schools each and every day. I want to assure you our focus on a positive climate and culture will guide us while we maintain our commitment to accountability and safety for all. Please continue to communicate openly with our team here at LALA, and as always, please remember to contact your child's teacher first or our school counselors with any concerns. My team and I are committed to challenging ourselves as leaders to delve into deeper discussions of how we can work together to better support students, teachers, staff, and families this year. We have frequently been meeting to assess our strengths and opportunities to improve the district's processes. Collaborative work between my staff and families will be key in providing an exceptional learning environment for all our students, which is focused on social, emotional, and academic growth. On behalf of the Governing Board, my leadership team, and the entire staff of LALA, I look forward to welcoming our students.

Arina Goldring-Ravin  
Superintendent

### Contact

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

Phone: [\(323\) 227-7719](tel:3232277719)

Email: [eochoa@laleadership.org](mailto:eochoa@laleadership.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Carvalho, Alberto
<b>Email Address</b>	<a href="mailto:superintendent@lausd.net">superintendent@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Los Angeles Leadership Academy
<b>Street</b>	234 East Avenue 33
<b>City, State, Zip</b>	Los Angeles, CA , 90031-1937
<b>Phone Number</b>	(323) 227-7719
<b>Principal</b>	Elsa Ochoa, Principal
<b>Email Address</b>	<a href="mailto:eochoa@laleadership.org">eochoa@laleadership.org</a>
<b>Website</b>	<a href="http://laleadership.org">http://laleadership.org</a>
<b>County-District-School (CDS) Code</b>	19647331996610

*Last updated: 1/18/24*

## School Description and Mission Statement (School Year 2023–24)

The Los Angeles Leadership Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships among students, staff, and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership. Our mission is to create for all students, including economically disadvantaged students and English language learners, an environment where they will experience improved expectations of future outcomes, reduced stress levels, and an abiding sense of self-efficacy.

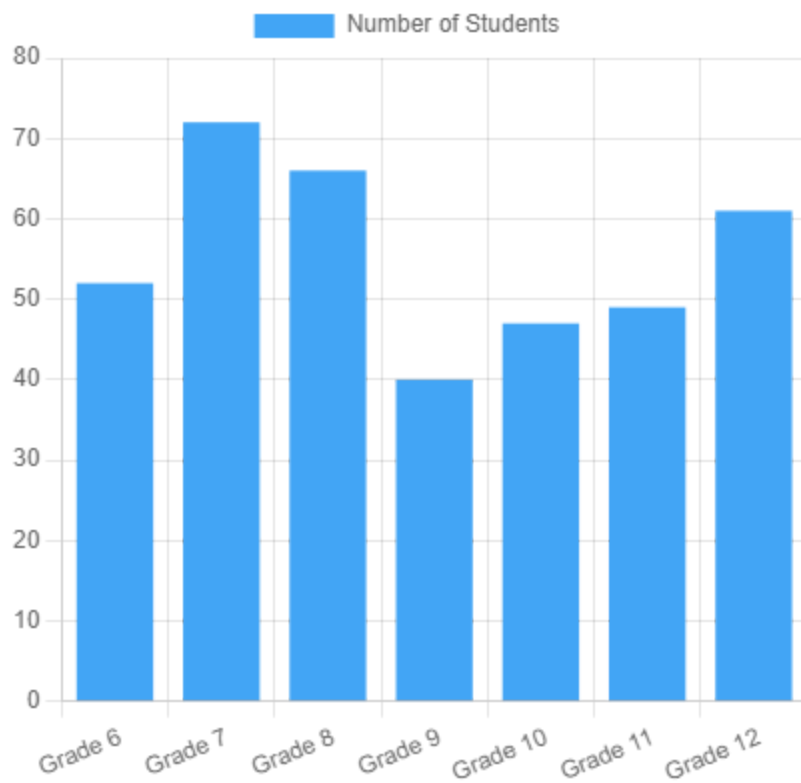
This year mental health and safety are at the heart of our work in order to provide nurturing, impactful, and memorable educational experiences for our LALA community. Additional multi-tiered systems of support at elementary schools and wellness counseling at secondary schools will drive our focus on the social-emotional well-being of our students and staff. Enhanced safety training and protocols for staff, secured facilities, and school security on campus will further support safe & secure schools.

Please be assured that as we continue to remain vigilant about the mental health and safety of our students and staff, we are also committed to resuming as many pre-covid practices as possible, including field trips, back-to-school nights, staff meetings and gatherings, open houses, and other school events organized by the schools.

*Last updated: 1/18/24*

### Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	52
Grade 7	72
Grade 8	66
Grade 9	40
Grade 10	47
Grade 11	49
Grade 12	61
Total Enrollment	387



Last updated: 1/18/24

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.30%
Male	51.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.00%
Foster Youth	0.80%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	1.30%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	94.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	90.20%
Students with Disabilities	14.20%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	86.68%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	3.29%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.20%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	1.50	5.75%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	26.40	100.00%	27194.20	100.00%	274759.10	100.00%

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

*Last updated: 1/18/24*



## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	84.03%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	11.17%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.34%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	3.42%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.50	100.00%	27426.80	100.00%	279044.80	100.00%

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

*Last updated: 1/18/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.80	2.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	<b>2.70</b>

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.00
Local Assignment Options	0.00	0.30
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	<b>0.30</b>

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.40%	17.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00%	0%

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6th-12th StudySync McGraw Hill</p> <p>AP English Language and Composition AB (Core/College Preparatory): The Language of Composition: Reading, Writing, Rhetoric by Sheba, Scan on, and Aufses, published by MacMillan Learning</p> <p>AP English Literature AB: The Bedford Introduction to Literature - Reading, Thinking, Writing by Michael Meyer</p> <p>English Language Development: English 3D: Course C (2013) from Houghton Mifflin Harcourt</p> <p><i>Year of Adoption: 2015</i></p>	Yes	0
Mathematics	<p>6th-8th McGraw Hill- California Math</p> <p>Integrated Math 1, 2, and 3: McGraw Hill: CUS Integrated Math</p> <p>Statistics and Data Analysis: Bluman Elementary Statistics</p> <p>Pre-Calculus, AP Calculus: McGraw Hill Glencoe PreCalculus and Calculus</p> <p><i>Year of Adoption: 2019</i></p>	Yes	0
Science	<p>McGraw Hill Inspire Science Curriculum</p> <p><i>Year of Adoption: 2019</i></p>	Yes	0
History-Social Science	<p>6th-8th: Teachers' Curriculum Institute: History Alive! California Series</p> <p>9th-12th: teacher created curriculum utilizing a variety of primary and secondary sources to support critical analysis.</p> <p><i>Year of Adoption: 2023</i></p>	Yes	0
Foreign Language	<p>Acellus</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Edgenuity <i>Year of Adoption: 2021</i>		
Health	Currently, Health and Life Skills are offered as online courses, but it is our goal to develop health education courses that integrate the CDC’s National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction, and assessment in health education.  <i>Year of Adoption: 2015</i>		0
Visual and Performing Arts	6th-8th electives are offered with teacher created-curriculum  9th-12th Art 1, Art 2, and AP Studio Art teacher creates curriculum using a variety of instructional resources aligned to California Arts Standards and AP Curricular Requirements  <i>Year of Adoption: 2015</i>		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/18/24*

### School Facility Conditions and Planned Improvements

The school is regularly cleaned and maintained. The most recent facility inspection found the campus to be in good repair. Numerous improvements have occurred in the last several years. The roof was entirely replaced, and all water fountains were converted to water bottle filling stations. Additionally, the entire Wi-Fi infrastructure has been updated to enhance connectivity.

*Last updated: 1/18/24*

### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	The roof has been replaced.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The school has old doors which have been repaired.

## Overall Facility Rate

Year and month of the most recent FIT report: September 2022

Overall Rating	Good
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*Last updated: 1/18/24*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	29%	27%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	9%	7%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/18/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	232	226	97.41%	2.59%	27.23%
Female	117	112	95.73%	4.27%	35.14%
Male	115	114	99.13%	0.87%	19.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	226	221	97.79%	2.21%	27.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	61	96.83%	3.17%	10.00%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	167	162	97.01%	2.99%	30.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	27	100.00%	0.00%	7.41%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/18/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	232	226	97.41%	2.59%	7.08%
Female	117	112	95.73%	4.27%	5.36%
Male	115	114	99.13%	0.87%	8.77%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	226	221	97.79%	2.21%	7.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	62	98.41%	1.59%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	167	162	97.01%	2.99%	6.79%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	27	100.00%	0.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments. Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/18/24*

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

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Science (grades 5, 8, and high school)	12.43%	11.45%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/18/24*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	170	166	97.65%	2.35%	11.45%
Female	85	82	96.47%	3.53%	6.10%
Male	85	84	98.82%	1.18%	16.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	161	157	97.52%	2.48%	10.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	40	97.56%	2.44%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	128	125	97.66%	2.34%	13.60%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/18/24*

**Career Technical Education (CTE) Programs (School Year 2022–23)**

Los Angeles Leadership Academy is a small school dedicated to preparing students for college. There is not a formal CTE program at the school, but there is a thriving Farm program. The mission for Los Angeles Leadership Academy Farm is to provide students and the local community with the skills necessary to grow fresh produce at home and to instill a deep appreciation for the food that they consume. Nestled in the hills of Lincoln Heights, Los

Angeles Leadership Academy serves students that are primarily part of minority groups. These groups often suffer from “food deserts” and routinely have to combat transgenerational unhealthy eating habits. By engaging students in the development of the farm we seek to make students advocates for food literacy and turn them into conscious consumers of food. In addition to improving the health of students, our goal is that teachers implement lesson plans that utilize the farm to demonstrate real-world applications for the concepts that students learn in classes such as biology, chemistry, history, and economics.

*Last updated: 1/18/24*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	63.89%

*Last updated: 1/18/24*

## 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 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	96.2%	96.2%	96.2%	96.2%	96.2%
9	94.74%	94.74%	94.74%	94.74%	94.74%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/18/24*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2023–24)

Parent involvement is a critical component for effective schooling and student achievement. Active and consistent parent engagement with regards to their student's education generally leads to higher levels of student academic achievement. The school provides the following opportunities for parents to be involved with their child's education and with decision-making at the school:

- School Site Council
- District English Learner Advisory Committee
- Parent Workshops
- Classroom Volunteers
- School Volunteers
- Monthly Parent Meetings
- Chat/Coffee with the Principal
- New Parent Orientation



- Extended Transitional Kindergarten/Transitional Kindergarten/Kindergarten Orientation
- Advisory Committee
- School Board of Directors
- Welcome Week Committee
- Communications Committee/Parent Representative for your child's advisory class
- Teacher Appreciation Committee
- College Committee
- School Beautification Committee
- Recruitment Committee

## State Priority: Pupil Engagement

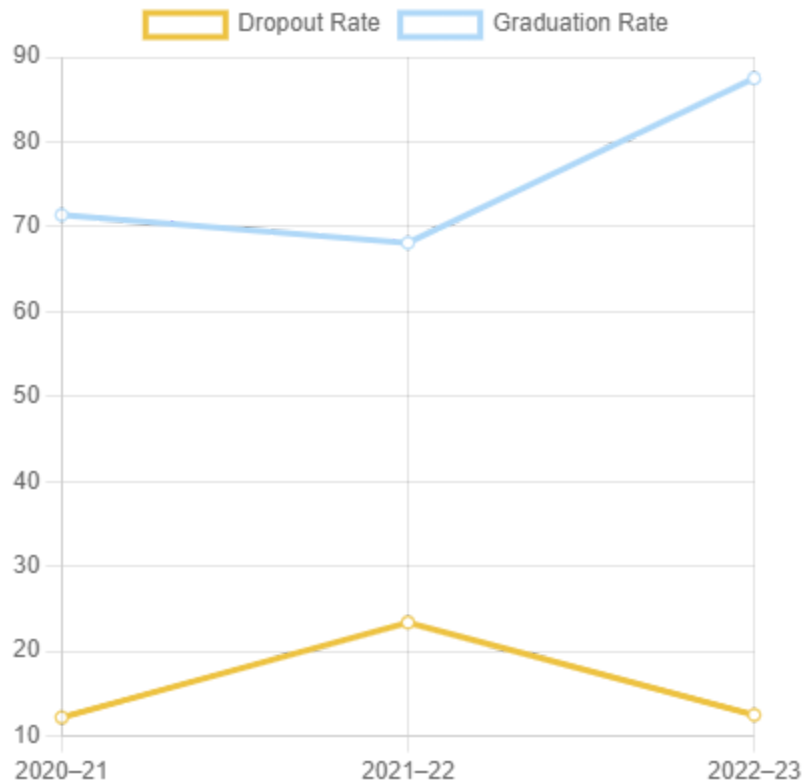
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	12.2%	23.4%	12.5%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	71.4%	68.1%	87.5%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/18/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	56	49	87.5%
Female	23	19	82.6%
Male	33	30	90.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	51	45	88.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	56	49	87.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/18/24*

**Chronic Absenteeism by Student Group (School Year 2022–23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	402	151	37.6%
Female	201	194	84	43.3%
Male	217	208	67	32.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	2	66.7%
Asian	5	5	1	20.0%
Black or African American	1	1	1	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	393	377	143	37.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	1	100.0%
White	4	4	0	0.0%
English Learners	98	96	43	44.8%
Foster Youth	8	6	3	50.0%
Homeless	2	2	1	50.0%
Socioeconomically Disadvantaged	375	362	137	37.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	54	54	20	37.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/18/24

## 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

<b>Rate</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Suspensions	0.00%	3.33%	0.96%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/18/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96%	0.00%
Female	0.50%	0.00%
Male	1.38%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.02%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.02%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.85%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/18/24*

## School Safety Plan (School Year 2023–24)

This year mental health and safety are at the heart of our work in order to provide nurturing, impactful, and memorable educational experiences for our LALA community. Enhanced safety training and protocols for staff, secured facilities, and school security on campus will further support safe & secure schools.

The key elements of the Comprehensive School Safety Plan include:

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

In August 2023, the school safety plan was reviewed with the staff and students.

*Last updated: 1/18/24*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	26.00		16	
Other**				

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

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



**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6	25.00		21	
Other**				

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	16.00	21	0	1
Other**	0.00	0	0	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language	19.00	23	4	

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
Arts				
Mathematics	16.00	22	3	
Science	20.00	16	3	
Social Science	17.00	21	2	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	14.00	32	2	
Mathematics	12.00	33		
Science	14.00	23	1	
Social Science	16.00	19	4	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	16.00	21	6	0
Mathematics	15.00	17	6	0
Science	16.00	12	4	0
Social Science	13.00	21	7	0

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

*Last updated: 1/18/24*

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

Title	Ratio
Pupils to Academic Counselor*	193.5

\* 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: 1/18/24*

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/18/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$26528.00	\$10343.00	\$16185.00	\$79997.00
District	N/A	N/A	\$9920.00	\$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/18/24*

## Types of Services Funded (Fiscal Year 2022–23)

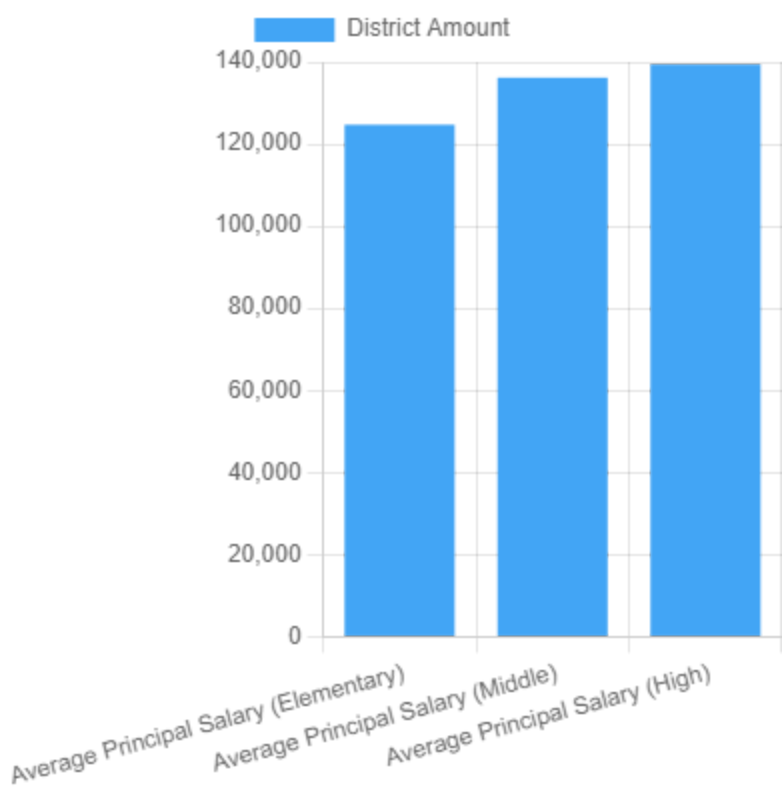
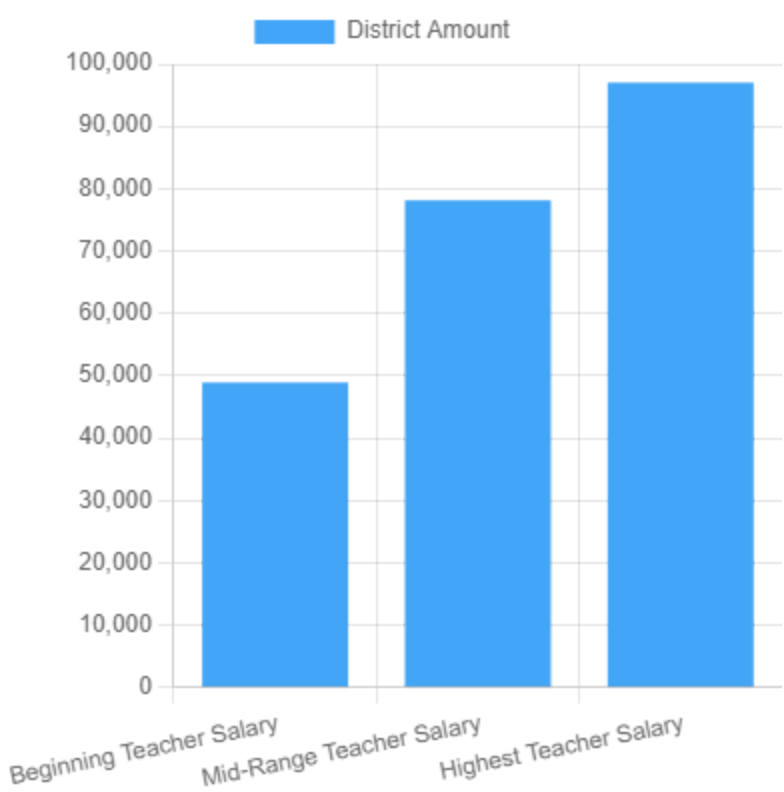
Los Angeles Leadership Academy provides small class sizes to ensure students receive individualized attention and instruction. The school also provides paraprofessionals and counselors to provide additional support for students' academic, social-emotional, and mental health needs. The school has numerous external partnerships that enable it to provide tutoring, enrichment classes, mental health supports, and after school programs.

*Last updated: 1/18/24*

## Teacher and Administrative Salaries (Fiscal Year 2021–22)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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



Last updated: 1/18/24

## Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 24.5 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	7

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

*Last updated: 1/18/24*

## Professional Development

Los Angeles Leadership Primary Academy provides teachers high-quality professional development with five full days prior to the start of the school year, as well as one full day throughout the school day. Additionally, there are many partial days scheduled for professional development throughout the school year devoted to data analysis and sessions to support content area instruction, and meeting the needs of English learners and students with special needs.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	15

*Last updated: 1/18/24*