

# Los Angeles Leadership 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

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

## Cynthia Cuprill, Principal

Principal, Los Angeles Leadership Academy

### About Our School

Los Angeles Leadership High School Academy

Dear Lala family,

It is my sincere honor and pleasure to continue serving as principal of L.A. Leadership Academy High School; a community I have grown to love immensely. Our amazing students, faculty, staff, parents, and supporters inspire and energize me to fulfill LALA's mission every day. I am happy to inform you that most students, faculty, and staff are returning and that many new families have made the choice to join our dynamic community.

This school year we will all work even harder to prepare our 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. It is my goal to increase stakeholder participation as activists and leaders of our community. Parent, faculty, and staff collaboration is key to improving student achievement. We need everyone to take the time to attend events and maintain communication. Students must decide that their futures are worth the hard work and exhibit that passion through their academic endeavors and creating higher education goals. Our students have great opportunities in this country, but it will require the effort of all of us to make their dreams come true.

I am eager and excited to begin the new year. My door continues to be open to all stakeholders and I invite you to provide your input, feedback, and ideas. Let's support our students' dreams for a better tomorrow together!

Los Angeles Leadership Middle School Academy

Welcome to the 2016–2017 school year! It is with great honor and privilege that I introduce myself as a principal of Los Angeles Leadership Academy Middle School. Our commitment to our core values of Leadership and Social Justice set the foundation for our staff to provide a safe, positive, and intellectual learning environment that empower students to become creative problem solvers, critical thinkers, and inspired learners.

As I enter my fourth at Los Angeles Leadership Academy and 10th year in education, I would like to continue setting high expectations for our students in regards to academic performance, and responsible citizenship. I am asking each student to make a commitment to being a Lion! A lion is Positive, Shows Respect and Always Does Their Best. Doing so will enable all to have a successful and enjoyable school year.

Middle school is a time of transition and change. It is an exciting time, but it can also be challenging due to the increase in workload along with the social adjustment to being on a new campus and having multiple teachers throughout the course of the day. Lions, I encourage you to do the following so you can be successful during your middle school experience:

Be Positive! Make positive choices related to physical and mental wellness  
Show Respect! Communicate with others in a respectful and meaningful way.  
Do your Best! Pose questions, examine possibilities, and challenge yourself to find solutions.  
Get involved in our school activities; After School All Stars, Leadership and other opportunities that will come up throughout the school year.

With your help, LA Leadership Academy will continue to be a community in which every person feels respected, valued, and is encouraged to perform at the highest level. Once again, welcome to LA Leadership Academy Middle School!

## Contact

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

*Phone: 323-227-7719  
E-mail: [ccuprill@laleadership.org](mailto:ccuprill@laleadership.org)*

## About This School

### Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) |  |
|--|--|
| <b>District Name</b>                               | Los Angeles Unified  |
| <b>Phone Number</b>                                | (213) 241-1000   |
| <b>Superintendent</b>                              | Michelle King  |
| <b>E-mail Address</b>                              | <a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a> |
| <b>Web Site</b>                                    | <a href="http://www.lausd.net">www.lausd.net</a>                     |

| School Contact Information (School Year 2016-17) |  |
|--|--|
| <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>                                 | Cynthia Cuprill, Principal   |
| <b>E-mail Address</b>                            | <a href="mailto:ccuprill@leadership.org">ccuprill@leadership.org</a> |
| <b>Web Site</b>                                  | <a href="http://leadership.org">leadership.org</a>                   |
| <b>County-District-School (CDS) Code</b>         | 19647331996610   |

*Last updated: 1/17/2017*

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

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

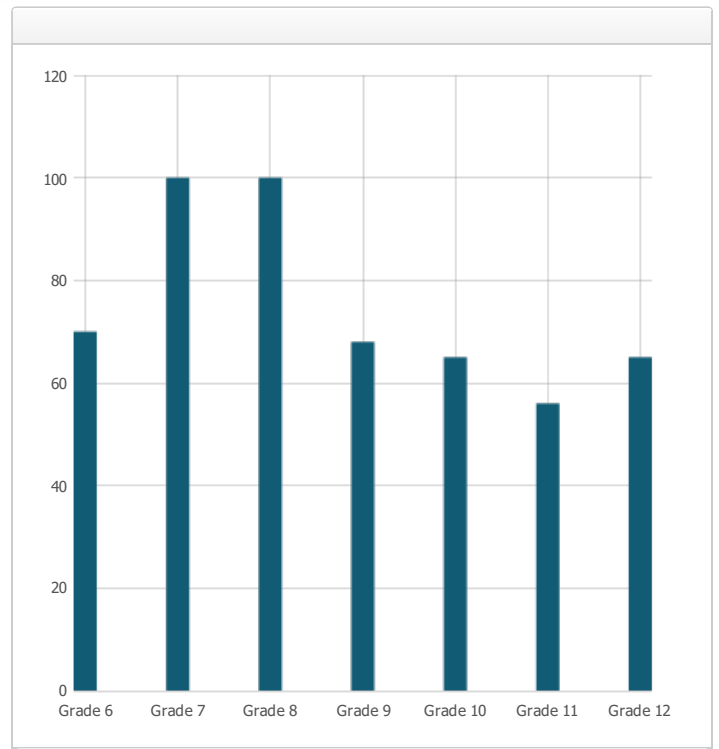
High-powered, performance-based assessment, and an integrated curriculum promote critical thinking and intellectual depth, breadth, and agility. Close relationships between students and staff and attention to students' individual needs and interests promote a community of well-rounded learners.

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

*Last updated: 1/17/2017*

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 70                 |
| Grade 7                 | 100                |
| Grade 8                 | 100                |
| Grade 9                 | 68                 |
| Grade 10                | 65                 |
| Grade 11                | 56                 |
| Grade 12                | 65                 |
| <b>Total Enrollment</b> | <b>524</b>         |



Last updated: 1/17/2017

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.2 %                       |
| American Indian or Alaska Native    | 0.7 %                       |
| Asian                               | 3.7 %                       |
| Filipino                            | 0.0 %                       |
| Hispanic or Latino                  | 90.9 %                      |
| Native Hawaiian or Pacific Islander | 0.2 %                       |
| White                               | 1.7 %                       |
| Two or More Races                   | 0.4 %                       |
| Other                               | 2.2 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 92.4 %                      |
| English Learners                    | 18.2 %                      |
| Students with Disabilities          | 12.3 %                      |
| Foster Youth                        | 0.6 %                       |

Last updated: 1/17/2017

## A. Conditions of Learning

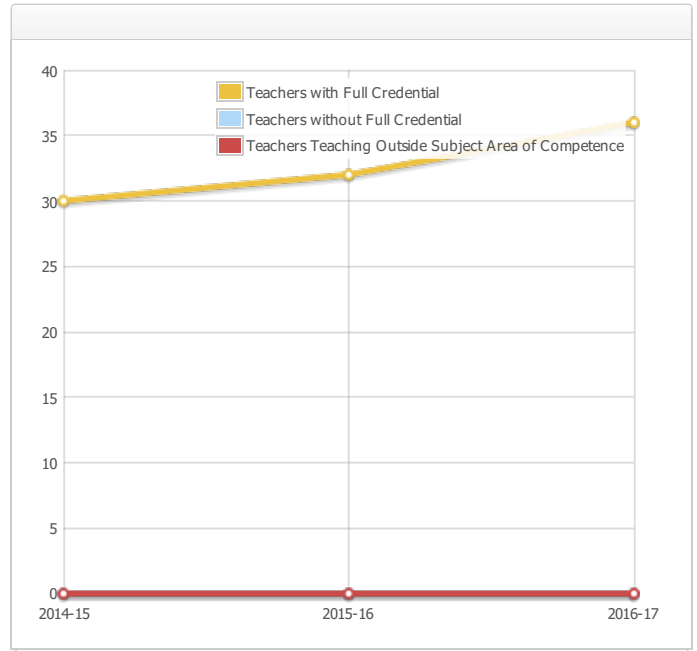
### State Priority: Basic

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

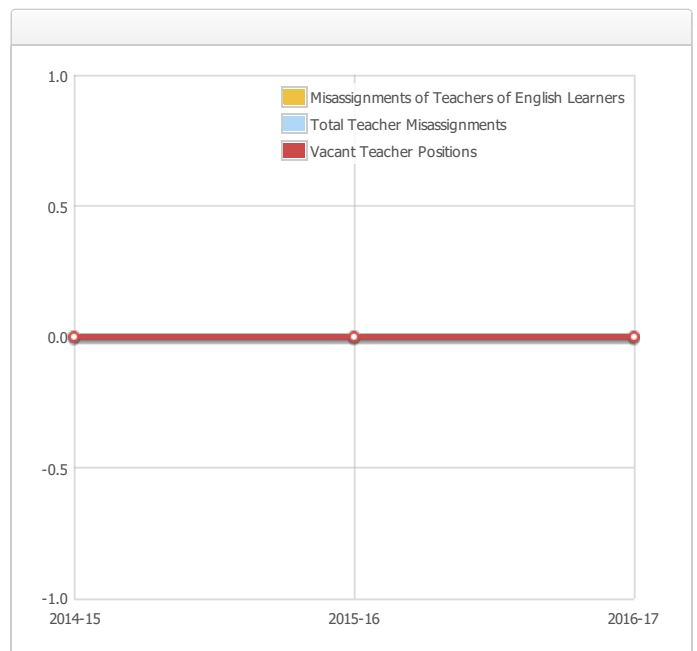
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  | 30      | 32      | 36      |          |
| Without Full Credential   | 0       | 0       | 0       |          |
| Teachers Teaching 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 | <p>The English Language Arts curriculum is a broad survey of literature and rhetoric, including fiction and nonfiction texts, visual texts, films, documentaries, radio interviews, and art in various forms. All courses focus on developing critical reading and thinking skills and require students to generate evidence-based answers to questions, especially during discussion and when writing essays. Teachers use interactive discussions (whole class, small groups, and Socratic seminars) and vocabulary development to tackle difficult texts and provide background research as introduction to new topics. In addition, teachers collaborate within the department and across the grade levels to create challenging curriculum with similar expectations for all students. To ensure equity and access, the curriculum is differentiated according to students' needs. The English curriculum consists of various levels of classes (college-preparatory, Honors, or AP) to address a variety of needs. Further, teachers take the time to get to know students on an individual basis in order to determine their specific learning needs. This is done in various ways. For example, teachers may hold individual conferences as the rest of the class is engaged in independent work or during office hours. Additionally, teachers analyze students' written work, such as essays and short answers, which reflects both writing and reading comprehension skills. The curriculum offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as to foster a sense of understanding and respect for cultural differences. Acknowledging and examining varied cultural points of view reflects not only the goals of the California Common Core State Standards but LALA's mission as well.</p>   | Yes                        | 0.0 %                                      |
| Mathematics           | <p>The Carnegie Learning curriculum was adopted during the 2015-2016 school year. It is a research-based, blended, adaptive math curriculum which has demonstrated improved academic achievement in mathematics for urban minority students. During the first year of adoption of the Carnegie Learning curriculum, LALA began the transition to Integrated Math. By the 2017-2018 school year, LALA will have phased in Integrated Math courses 1, 2, and 3. In addition, we will continue to offer Statistics and Data Analysis, Pre-Calculus, AP Calculus, and AP Computer Science.</p> <p>The CCSS emphasizes development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. Reading and writing-based activities are an integral part of the Carnegie Learning curriculum. In addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses one or more of the Common Core State Standards (CCSS) for mathematics and mathematical practice.</p> <p>Teachers in the math department are currently creating projects that directly align to these standards and enable students to actively apply the material they are learning to real-life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly. Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards) and e-learning tools (Geometer's Sketchpad, Geogebra, WolframAlpha) are used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.</p> <p>The math department collaborates and utilizes internal assessments and standardized test results (NWEA MAP, CAASPP, AP exams, etc.) to inform instruction and develop learning activities. To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), use of translation devices (electronic or paper) is encouraged for English Learners with limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards. Paraprofessionals are also available to</p> | Yes                        | 0.0 %                                      |

support students in math, especially ELL and SPED students. As required by the state, a Math Placement Policy has been created and approved by the school board to provide guidelines for math placement in ninth grade. The math department also offers enrichment opportunities for Gifted and Talented students. In addition to access to enrichment through the adaptive, blended curriculum, AP courses, and dual enrollment opportunities at the local community colleges, LALA competes with other schools in math contests through the California Mathematics League (CAML) and the American Scholastic Mathematics Association (ASMA).

LALA is also applying for 2016 membership with Mu Alpha Theta, a national high school and two-year mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete against each other and against other schools from around the country and internationally. For students achieving below-grade level, the math department offers many resources. Students needing to improve math skills are provided support through an intervention period during the school day. Students in critical need of support are scheduled for both the intervention period and an additional math lab for intensive support.

After-school tutoring support is also available until 6pm daily. Credit recovery is available for students at LALA throughout the school year and summer. One of the innovative components of the department's curriculum is the retake policy. Every student in Integrated Math 1, 2, and 3 has the opportunity to re-take any chapter test in order to improve upon the original score. As students move through the Integrated Math courses, there will be limitations to and restrictions on the grade increases students can earn. These limitations will become more prohibitive as students advance.

The department initiated this policy in 2016 - 2017 and will continually monitor and adjust it as needed in each successive year. Additional supports for students include access to free educational learning software and online programs such as Khan Academy and YouTube; access to school - owned graphing calculators and other resources necessary to complete math tasks; and fee waivers for AP exams. Paraprofessionals are also available during math classes and intervention classes to provide support.

|                |   |                       |
|----------------|---|-----------------------|
| <p>Science</p> | <p>LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in these goals, the department:</p> <ul style="list-style-type: none"> <li>? develops a hands-on lab/ project per unit which includes the creation of a site specific science laboratory plans</li> <li>? Science field trips, one per grade level commits to engage guest speakers from the fields of science for class visits and career day.</li> </ul> <p>The science faculty provides rich and engaging science experiences for our students. For example, LALA's annual 6-12 STEM EXPO encourages students to engage in science-based innovative projects. All students work on projects as part of coursework, and have the opportunity to present in the STEM EXPO. Projects such as these increase engagement and relevancy for our students and allow them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support ELs and struggling students by presenting content visually, orally, and kinesthetically; incorporating Socratic seminars into instruction to increase engagement and hone critical thinking; and utilizing inquiry laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning. Further, all students have access to individual assistance from their science instructor during the school-wide study hall period, during office hours, and during the after-school tutoring program.</p> <p>Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to and use interactive white-boards (Smart Boards) to help engage students in science-related concepts and topics. Science teachers also use technology in the form of document readers, MacBooks, Apple TVs, iPads, and projectors. Teachers have access to differentiated learning resources, learning tasks, and informal and formal assessments. To increase student engagement, the one-to-one program is helping teachers transition to increased use of online classroom platforms for students to receive resources, engage in 21st century collaboration and communication practices, submit assignments, and engage in online assessments.</p> <p>An additional goal in science classes is to improve literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature in Common Core Appendix C and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines.</p> <p>Besides addressing literacy skills, students are provided with authentic experiences applying math skills as they would be used in science research. Further, the integration of math skills into the science content supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets as well as calculations where applicable.</p> | <p>Yes      0.0 %</p> |
|----------------|---|-----------------------|

|                               |   |                       |
|-------------------------------|---|-----------------------|
| <p>History-Social Science</p> | <p>The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and prepares students to think</p> | <p>Yes      0.0 %</p> |
|-------------------------------|---|-----------------------|

|                                 |   |     |       |
|---------------------------------|---|-----|-------|
|                                 | <p>about how information or identification of patterns/trends from the past informs and transforms the actions and thoughts of those in the present. Social justice and leadership, the core components of our school mission, are deeply entrenched in the social science courses as problem-based learning tasks include past and current community issues, allowing students the opportunity to anticipate as activists and agents of change.</p> <p>The department collaborates to create a variety of project-based learning assignments, using Depth of Knowledge (DOK) levels to assure that students are offered opportunities to learn deeply and broadly. Additionally, teachers use Kaplan's Depth and Complexity Icons for tasks and project menus to provide differentiated opportunities for learning and varied levels of complexity. Differentiation is especially important when designing learning opportunities that meet the needs of English Learners and students with special needs such as gifted and talented students. Further, the focus on experiential learning provides an avenue for vocabulary building, collaboration, and discovery, helping students move forward on their personal learning pathways. Technology, such as Google Translate and electronic dictionaries, offers additional support for students who may struggle to access the curriculum.</p> <p>The Social Studies department continually seeks out innovative ways to keep current and help students develop 21st century skills. For example, virtual fieldtrips and online simulations are used to engage and motivate students while delivering content. To improve equity and access to advanced placement courses, AP European History and AP US History were offered as course options during the 2015-16 school years. Anticipating the need to increase participation and prepare interested students, the department offered enrichment courses the semester before the AP courses became available. The enrichment courses served as a bridge to prepare students for their first social science AP course. In addition, a summer bridge was hosted to support new AP students with summer learning tasks. Finally, teachers undertook extensive AP training to prepare for implementation.</p> |     |       |
| Foreign Language                | <p>The goal of the Foreign Languages department is to help students become literate in Spanish and have the opportunity to earn the Seal of Biliteracy. In the Foreign Languages classes, students will develop listening, writing, and speaking skills in another language along with knowledge of the target culture. The department currently offers three years of Spanish. LALA also offers Advanced Placement Spanish Language &amp; Culture.</p> <p>The foreign language teachers use technology to share information and visual aids with students; however, the majority of instruction is face-to-face. A goal of the department is to incorporate a comprehensive language lab so students can practice speaking and listening privately and demonstrate their speaking ability directly to the instructor instead of in front of the class, which can be intimidating for some students. The addition of a language lab would make speaking practice more accessible and less frustrating, improving the achievement and confidence of students and thereby encouraging more students to move on to advanced courses. Another goal is to increase access to additional foreign language courses through dual enrollment opportunities at the local college, which offers a greater variety of foreign languages than does the Charter School. LALA is currently considering the addition of AP Spanish Literature to the course options.</p>  | Yes | 0.0 % |
| Health                          | <p>While many high schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class, this one-semester course continues to be a graduation requirement because LALA recognizes the importance of health education in reducing risky behaviors and preventing disease and disability. Further, health education is critically important because it helps students to adjust and adapt to the challenges of adolescence.</p> <p>Currently, Health and Life Skills are offered as online courses, but it is our goal to develop health education courses that integrate the CDC's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction and assessment in health education. It is also our goal to hire a qualified, credentialed Health Science teacher to teach these courses</p>   | Yes | 0.0 % |
| Visual and Performing Arts      | <p>The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of their personal creative process and products as they develop, direct, and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies.</p> <p>Various visual arts courses meet the needs of our diverse student body. Students have the opportunity to enroll in Art 1, Art 2, and in 2015-2016 we added AP Studio Art. In addition, interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for US History, and designing a creative website for a project about the Great Gatsby.</p> <p>Besides demonstrating the connections between art, self-expression and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses. At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Abud competitions and dramatic performances in English classes. The after-school enrichment program provided by YPI also offers some performing arts options.</p>   |     | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A | 0.0 % |

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



*Last updated: 1/17/2017*

## School Facility Conditions and Planned Improvements

The Los Angeles Leadership Academy Middle School and High School employs seven classified staff members that are assigned to custodial and maintenance duties. Their job responsibilities include reporting of safety concerns and minor repair needs. A once-monthly walkthrough of the buildings is documented in our facilities binders. In addition, weekly operations meetings are held where Plant Managers report findings to Administrators.

Classrooms at the MS and HS are clean, sanitary, and deep cleaned weekly. Restroom facilities are cleaned daily and deep cleaned weekly. Evacuation routes are planned, clear, and posted. Emergency signs, including wet floor signs are consistently posted. School Safety Plan information is posted in each classroom. School entrances are monitored by school staff during entrance and exit times, breaks, and play times.

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

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

*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   | MS does quarterly maintenance in all areas.<br><br>HS does quarterly maintenance in all areas.   |
| Interior: Interior Surfaces                               | Good   | MS does daily maintenance, and monthly walk throughs of all interior surfaces.<br><br>HS does daily maintenance, and monthly walk throughs of all interior surfaces.                       |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good   | MS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester.<br><br>HS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester. |
| Electrical: Electrical                                    | Good   | MS does annual electrical test during the fall semester.<br><br>HS does annual electrical test during the fall semester.   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains           | Good   | MS restrooms are cleaned 3 times daily.<br><br>HS restrooms are cleaned 3 times daily.   |

|   |      |   |
|---|------|---|
| Safety: Fire Safety, Hazardous Materials                        | Good | <p>MS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed.</p> <p>HS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed.</p> |
| Structural: Structural Damage, Roofs                            | Good | <p>MS no repairs are needed at this time</p> <p>HS no repairs are needed at this time</p>   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | <p>MS does daily cleaning and a monthly walk-through.</p> <p>HS does daily cleaning and a monthly walk-through.</p>   |

### Overall Facility Rate

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

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/17/2017*

## 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

| Subject  | Percent of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--|--|---------|----------|---------|---------|---------|
|  | School   |         | District |         | State   |         |
|  | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 43.0%  | 41.0%   | 34.0%    | 39.0%   | 44.0%   | 48.0%   |
| Mathematics (grades 3-8 and 11)                      | 17.0%  | 13.0%   | 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**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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*

**ELA - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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*

**ELA - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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*

**ELA- Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 71                      | 70                   | 98.6%                 | 27.1%                          |
| Male  | 34                      | 34                   | 100.0%                | 17.7%                          |
| Female  | 37                      | 36                   | 97.3%                 | 36.1%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 56                      | 55                   | 98.2%                 | 21.8%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 64                      | 63                   | 98.4%                 | 25.4%                          |
| English Learners                              | 20                      | 19                   | 95.0%                 | --                             |
| Students with Disabilities                    | 17                      | 16                   | 94.1%                 | --                             |
| 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 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 102                     | 101                  | 99.0%                 | 33.7%                          |
| Male  | 53                      | 52                   | 98.1%                 | 30.8%                          |
| Female  | 49                      | 49                   | 100.0%                | 36.7%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 91                      | 90                   | 98.9%                 | 33.3%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 92                      | 91                   | 98.9%                 | 31.9%                          |
| English Learners                              | 18                      | 18                   | 100.0%                | 5.6%                           |
| Students with Disabilities                    | 12                      | 12                   | 100.0%                | --                             |
| 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 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 101                     | 100                  | 99.0%                 | 47.0%                          |
| Male  | 54                      | 53                   | 98.2%                 | 35.9%                          |
| Female  | 47                      | 47                   | 100.0%                | 59.6%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 89                      | 88                   | 98.9%                 | 44.3%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 95                      | 95                   | 100.0%                | 48.4%                          |
| English Learners                              | 23                      | 23                   | 100.0%                | 4.4%                           |
| Students with Disabilities                    | 11                      | 11                   | 100.0%                | --                             |
| 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 11**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 57                      | 56                   | 98.3%                 | 61.1%                          |
| Male  | 31                      | 31                   | 100.0%                | 60.0%                          |
| Female  | 26                      | 25                   | 96.2%                 | 62.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 56                      | 55                   | 98.2%                 | 60.4%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 49                      | 48                   | 98.0%                 | 58.7%                          |
| 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.

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**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| 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 6**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 71               | 70            | 98.6%          | 18.6%                   |
| Male  | 34               | 34            | 100.0%         | 17.7%                   |
| Female  | 37               | 36            | 97.3%          | 19.4%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 56               | 55            | 98.2%          | 10.9%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 64               | 63            | 98.4%          | 17.5%                   |
| English Learners                              | 20               | 19            | 95.0%          | --                      |
| Students with Disabilities                    | 17               | 16            | 94.1%          | 6.3%                    |
| 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**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 102                     | 101                  | 99.0%                 | 10.9%                          |
| Male  | 53                      | 52                   | 98.1%                 | 11.5%                          |
| Female  | 49                      | 49                   | 100.0%                | 10.2%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 91                      | 90                   | 98.9%                 | 8.9%                           |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 92                      | 91                   | 98.9%                 | 8.8%                           |
| English Learners                              | 18                      | 18                   | 100.0%                | --                             |
| Students with Disabilities                    | 12                      | 12                   | 100.0%                | --                             |
| 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                                  | 101              | 100           | 99.0%          | 11.1%                   |
| Male  | 54               | 53            | 98.2%          | 13.5%                   |
| Female  | 47               | 47            | 100.0%         | 8.5%                    |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 89               | 88            | 98.9%          | 6.9%                    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 95               | 95            | 100.0%         | 11.7%                   |
| English Learners                              | 23               | 23            | 100.0%         | 4.4%                    |
| Students with Disabilities                    | 11               | 11            | 100.0%         | --                      |
| 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                                  | 57               | 56            | 98.3%          | 11.1%                   |
| Male  | 31               | 30            | 96.8%          | 14.3%                   |
| Female  | 26               | 26            | 100.0%         | 7.7%                    |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 56               | 55            | 98.2%          | 9.4%                    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 49               | 48            | 98.0%          | 10.6%                   |
| 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**

| Subject                       | Percentage of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2013-14  | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 54.0%  | 52.0%   | 47.0%   | 50.0%    | 46.0%   | 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                                  | 171              | 162                                  | 94.7%                                 | 46.9%                          |
| Male  | 97               | 91                                   | 93.8%                                 | 45.1%                          |
| Female  | 74               | 71                                   | 96.0%                                 | 49.3%                          |
| Black or African American                     | --               | --                                   | --                                    | --                             |
| American Indian or Alaska Native              | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Asian   | --               | --                                   | --                                    | --                             |
| Filipino                                      | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Hispanic or Latino                            | 155              | 148                                  | 95.5%                                 | 44.6%                          |
| Native Hawaiian or Pacific Islander           | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| White   | --               | --                                   | --                                    | --                             |
| Two or More Races                             | --               | --                                   | --                                    | --                             |
| Socioeconomically Disadvantaged               | 161              | 155                                  | 96.3%                                 | 46.5%                          |
| English Learners                              | 34               | 34                                   | 100.0%                                | 8.8%                           |
| Students with Disabilities                    | 20               | 19                                   | 95.0%                                 | 0.0%                           |
| 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)**

- Business Algebra 2
- Chemistry and Environmental Engineering: Water we doing?
- Engineering with Geometry and Physics
- Engineering with Language Art
- World History by Design
- Technology of Biology

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

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

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

This is the first year we offer CTE courses. The high school enrollment at our charter school/ district is approximately 260. The courses are focused on business or engineering. We plan to add courses in these strands. We do not currently have a CTE committee but we are seeking stakeholder's support to create one.

*Last updated: 1/17/2017*

**Career Technical Education Participation (School Year 2015-16)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE  | 177                       |
| 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          | 100.0%  |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 92.1%   |

# 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 |
| 7           | 18.8%  | 30.7%                 | 21.8%                |
| 9           | 8.6%   | 24.1%                 | 32.8%                |

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

Last updated: 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)

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

### State Priority: Pupil Engagement

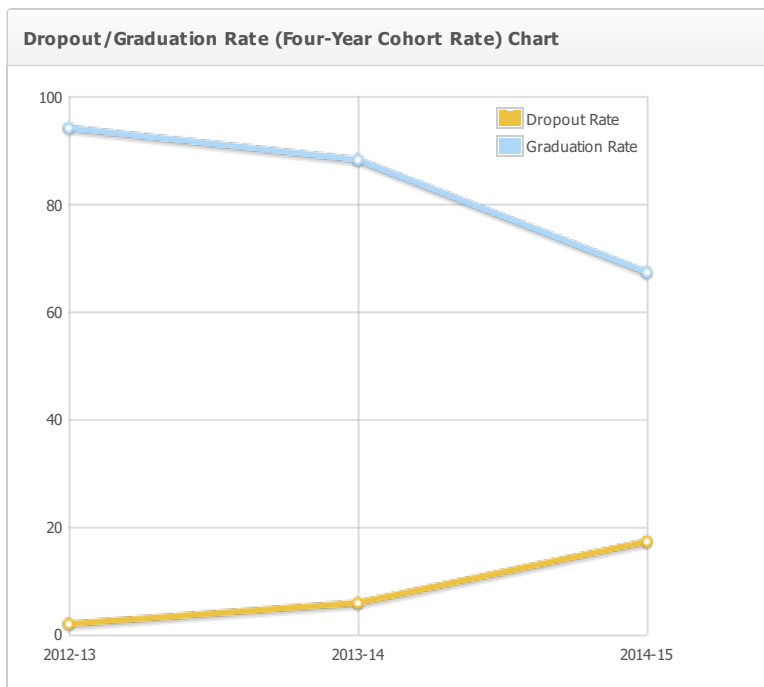
Last updated: 1/17/2017

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)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate    | 2.0%    | 5.9%    | 17.3%   | 17.2%    | 17.4%   | 16.7%   | 11.4%   | 11.5%   | 10.7%   |
| Graduation Rate | 94.10   | 88.20   | 67.30   | 68.10    | 70.20   | 72.20   |         |         |         |





**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

| <b>Student Group</b>                | <b>School</b> | <b>District</b> | <b>State</b> |
|-------------------------------------|---------------|-----------------|--------------|
| All Students                        | 81            | 86              | 85           |
| Black or African American           | 0             | 82              | 77           |
| American Indian or Alaska Native    | 0             | 80              | 75           |
| Asian                               | 50            | 90              | 99           |
| Filipino                            | 0             | 91              | 97           |
| Hispanic or Latino                  | 80            | 86              | 84           |
| Native Hawaiian or Pacific Islander | 0             | 86              | 85           |
| White                               | 0             | 88              | 87           |
| Two or More Races                   | 0             | 93              | 91           |
| Socioeconomically Disadvantaged     | 97            | 86              | 77           |
| English Learners                    | 67            | 39              | 51           |
| Students with Disabilities          | 60            | 57              | 68           |
| Foster Youth                        | --            | --              | --           |



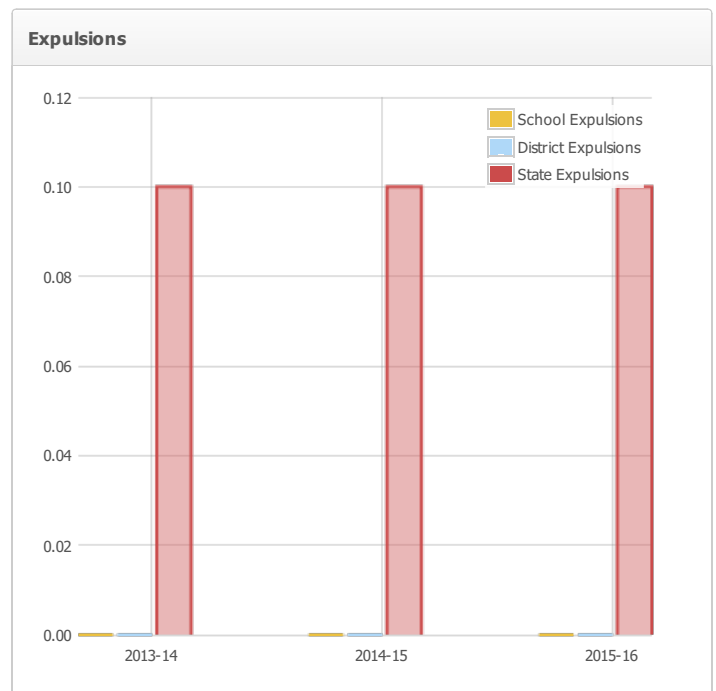
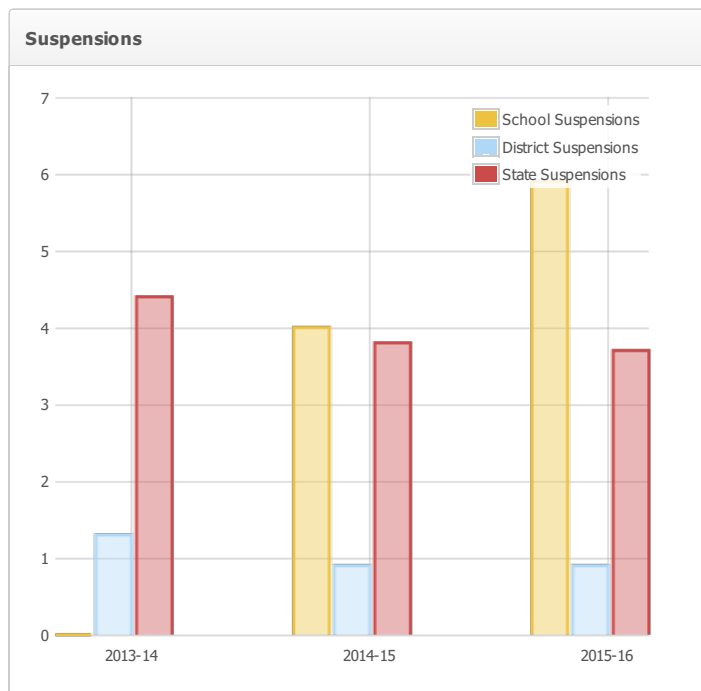
# State Priority: School Climate

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     | 4.0     | 5.9     | 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     |



Last updated: 1/17/2017

## 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**

##### 1. Principal

##### 2. Assistant Principal

##### 3. Secretary/Admin Designee

##### 4. Office Manager

##### 5. 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.

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### **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 than 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                   | 2009-2010 | 2004-2005 |
| Year in Program Improvement                         | Year 5    | 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)

| Grade Level | 2013-14            |                     |       | 2014-15 |                    |                     | 2015-16 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 1           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 2           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 3           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 4           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 5           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 6           | 23.0               | 1                   | 18    | 2       | 24.0               | 0                   | 16      | 0   | 0.0                | 0                   | 0     | 0   |
| Other       | 0.0                | 0                   | 0     | 0       | 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)**

| Subject        | 2013-14            |                     |       |     | 2014-15            |                     |       |     | 2015-16            |                     |       |     |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|                | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|                |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        | 20.0               | 15                  | 3     | 0   | 20.0               | 9                   | 5     | 0   |                    |                     |       |     |
| Mathematics    | 22.0               | 8                   | 14    | 0   | 23.0               | 9                   | 17    | 0   |                    |                     |       |     |
| Science        | 22.0               | 7                   | 4     | 0   | 20.0               | 9                   | 3     | 0   |                    |                     |       |     |
| Social Science | 23.0               | 6                   | 10    | 0   | 24.0               | 5                   | 13    | 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: 1/17/2017

**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                                  | 1.5                               | 350.0   |
| Counselor (Social/Behavioral or Career Development) | 1.0                               | N/A   |
| Library Media Teacher (librarian)                   | 0.0                               | N/A   |
| Library Media Services Staff (paraprofessional)     | 0.0                               | N/A   |
| Psychologist  | 0.0                               | N/A   |
| Social Worker                                       | 0.0                               | N/A   |
| Nurse   | 0.0                               | N/A   |
| Speech/Language/Hearing Specialist                  | 0.0                               | N/A   |
| Resource Specialist (non-teaching)                  | 2.0                               | N/A   |
| Other   | 58.0                              | N/A   |

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

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

Last updated: 1/17/2017

**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                                       | \$72495.0              |
| 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: 1/17/2017

**Types of Services Funded (Fiscal Year 2015-16)**

1. Aptus – speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents. FREE
3. Children’s Institute – individual and group counseling. FREE
4. Speech and Debate- FUNDED
5. LAPD Cadets – present their program annually to our students as a summer and college ready program. FREE
6. Lincoln Heights Public Library – monthly visits and annual assemblies about library events. FREE
7. Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth. FREE
8. MOSTe – mentoring program for young women (middle school) FREE
9. UCLA Peer Mediators – run individual and group mediation to provide a space for conflict resolution. FREE
10. Youth Policy Institute- providing academic, athletic and enrichment, college preparation and family services. GRANT
11. Street Law-a non-profit organization that creates classroom and community programs that teach people about law, democracy, and human rights worldwide. FREE
12. Roots and Wings Outward Bound Adventures- Introduces urban Los Angeles high school students to our National Parks while building self-esteem and an appreciation for nature and the world beyond their community. FREE
13. Mind up- Advisory Curriculum that teaches mindful learning- GRANT
14. Ripples Effect- PBIS and Alternative based modules to help with peer and school issues- FUNDED

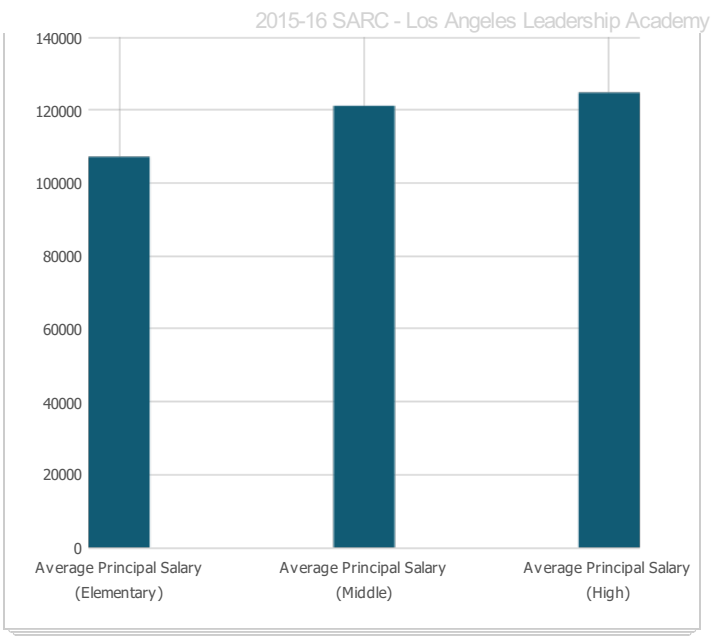
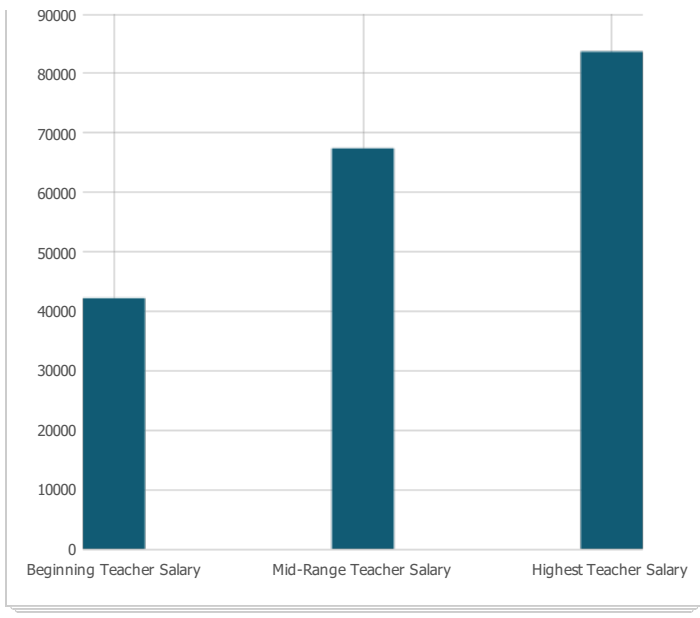
Last updated: 1/17/2017

**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                  | 2                             | N/A                               |
| Fine and Performing Arts | 1                             | N/A                               |
| Foreign Language         | 1                             | N/A                               |
| Mathematics              | 1                             | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All Courses              | 5                             | 31.0%                             |

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**

LA Leadership Academy (High School and Middle School) provides seven Professional Development days. Major areas of focus for PD were Common Core implementation, ELD Framework, C3 Framework, NWEA training, Mind Up training, Next Generation Science Standards (NGSS), Focus on math with multiple PD days used to develop and expand the math curriculum, ICONSPD to help staff develop the use of ICONS in the classroom, Differentiation, AP trainings, Review of student achievement data as measured by internal assessments in all subject areas and using Accelerated Reader as an assessment of student Lexile levels. PD also focused on the 4 C's of Common Core: Collaboration, Critical Thinking, Communication, and Creativity. Differentiation using Sandra Kaplan's Depth and Complexity Icons, and issues in adolescent development. PD was delivered through weekly after-school workshops, quarterly Pupil-Free Days, and through teacher conference attendance specific to content area. Teacher mentoring by Principal and Assistant Principal (Admin Team) and Mentor teachers in their content and/or grade level teams. LALA recruits qualified teachers through advertising on EdJOIN, on the LALA website, at Pepperdine University, UCLA, Loyola Marymount, and at the school site. In addition, we provide competitive salaries and benefit packages. A feature that teachers appreciate is the Wednesday early release day for staff meetings, grade level /department collaboration and planning, and data analysis. Every grade level/department team participates in an ongoing process of ascertaining the current level of student achievement, establishing a goal to improve the current level, identifying means to achieve that goal, and providing periodic evidence of progress. This collaborative time helps teachers efficiently couple data with student knowledge to plan effective instruction and improve student outcomes.

Ongoing professional development is managed through creation of the annual Professional Development Calendar. The faculty and staff are offered a range of professional development opportunities on an ongoing basis. Some examples include:

- WestEd, a professional learning and curriculum planning series to provide teachers and leaders with the knowledge and skills necessary to deliver Common Core Math curriculum. Through this professional development opportunity, teachers learn how to create, select, or modify performance tasks in Mathematics aligned to the core curriculum, the Common Core State Standards for Mathematical Practice, and the latest assessment theory embraced by the Smarter Balanced Assessment Consortium ("SBAC"). Teachers focus on creating, selecting, or refining performance tasks that embrace the following key characteristics of effective assessments and Math performance tasks:

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

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

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

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

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

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

- a) Implementation of Depth and Complexity Icons for Differentiation of Instruction

b) ELD

c) curriculum specific PD

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, 504 and IEP Implementation. 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/department level to ensure application of new concepts and successful implementation of new skills.ng

*Last updated: 1/17/2017*