

Los Angeles Leadership Academy

Brooke Soles

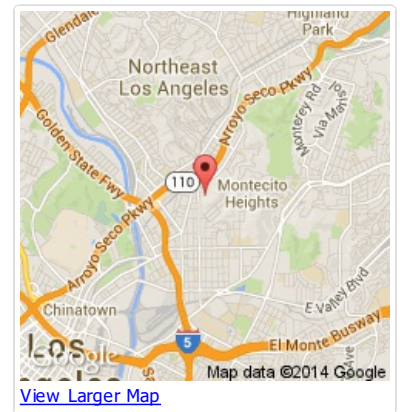
Principal, Los Angeles Leadership Academy

About Our School

Contact

234 East Avenue 33
Los Angeles, CA
90031

Phone: 323-227-7719
E-mail: bsoles@laleadership.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Los Angeles Leadership Academy
Street	234 East Avenue 33
City, State, Zip	Los Angeles, Ca, 90031
Phone Number	323-227-7719
Principal	Brooke Soles
E-mail Address	bsoles@laleadership.org
County-District-School (CDS) Code	19647331996610

District	
District Name	Los Angeles Unified
Phone Number	
Web Site	www.lausd.net
Superintendent First Name	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 5/23/2014

School Description and Mission Statement (School Year 2012-13)

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: 5/12/2014

Opportunities for Parental Involvement (School Year 2012-13)

Los Angeles Leadership Academy offers monthly informational meetings for parents to stay informed about school news and upcoming activities. In addition, parents are encouraged to attend workshops throughout the year. Notices are sent home with students one to two weeks prior to the event. L.A.L.A. Middle School sends home monthly Principal's letters which include reminders about parent meetings and workshops and open invitations to join the parent council. In addition to take-home letters and mailers, parents are reminded via "Phone Blasts." We also maintain an up-to-date calendar on the school website and an "Upcoming Events" tab for easy navigation. Please visit our website at www.laleadership.org.

Last updated: 5/12/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

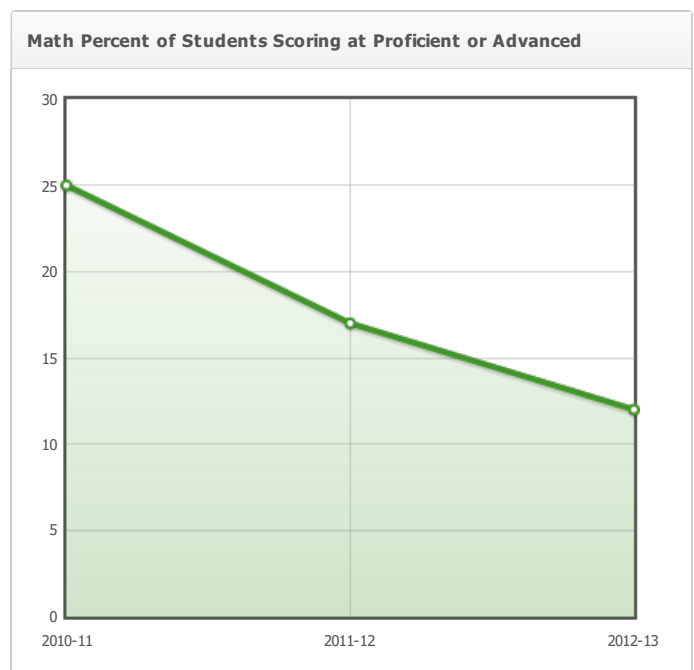
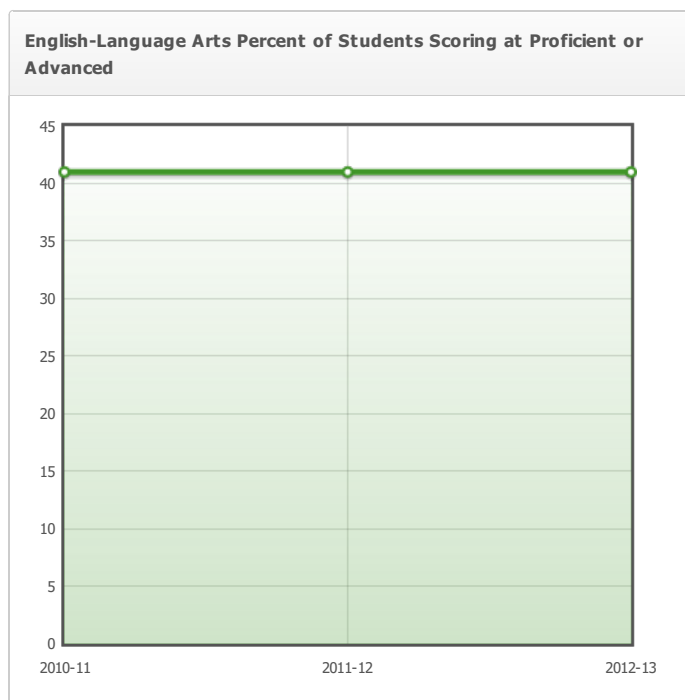
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

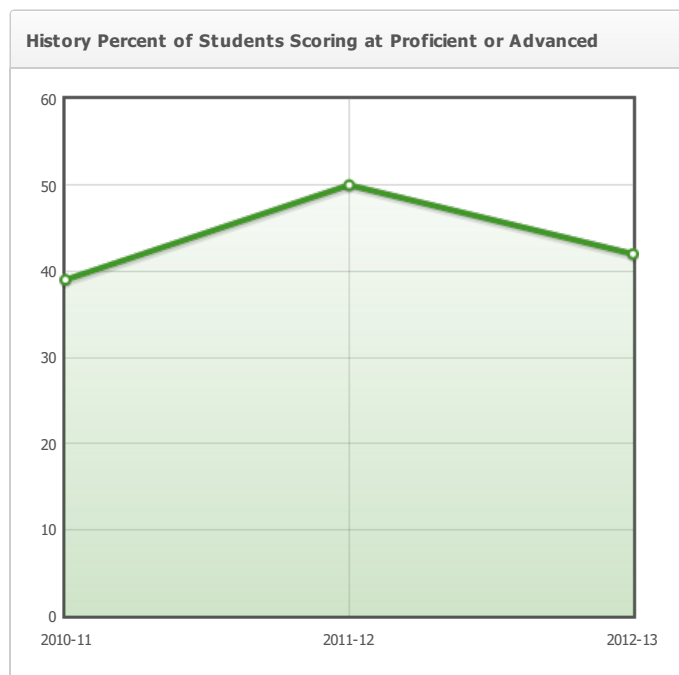
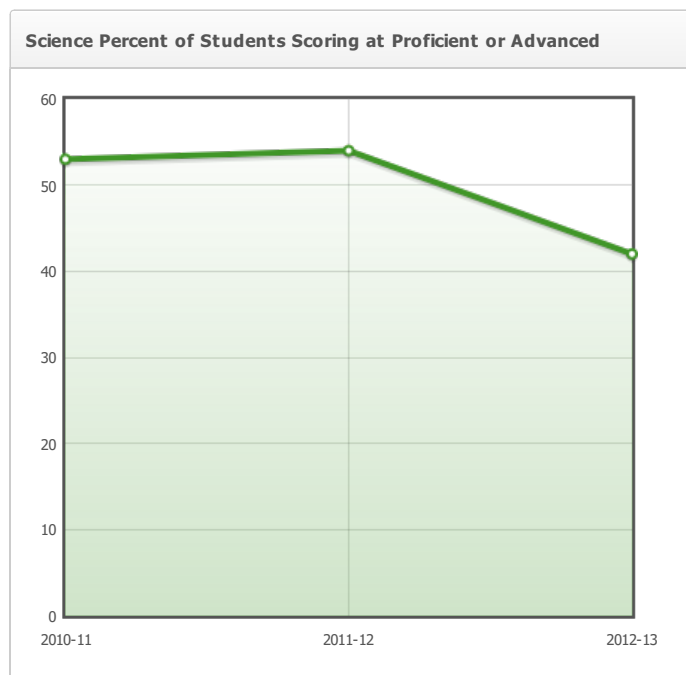
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	41%	41%	44%	48%	47%	54%	56%	55%
Mathematics	25%	17%	12%	43%	44%	45%	49%	50%	50%
Science	53%	54%	42%	47%	51%	52%	57%	60%	59%
History-Social Science	39%	50%	42%	37%	39%	40%	48%	49%	49%

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: 5/12/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	41%	12%	42%	42%
Male	37%	11%	45%	52%
Female	44%	12%	38%	34%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	41%	11%	40%	41%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	25%	27%	N/A	N/A
Socioeconomically Disadvantaged	41%	12%	41%	40%
English Learners	15%	3%	11%	17%
Students with Disabilities	3%	N/A	25%	21%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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: 5/12/2014

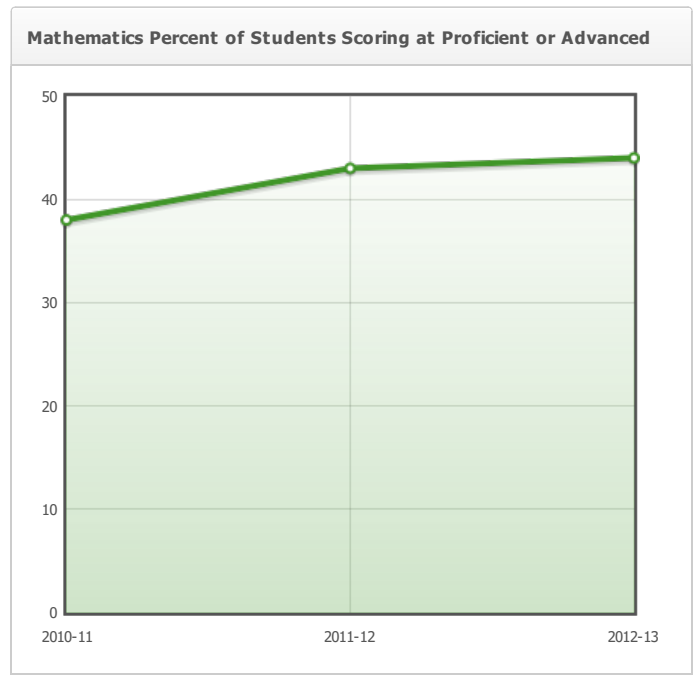
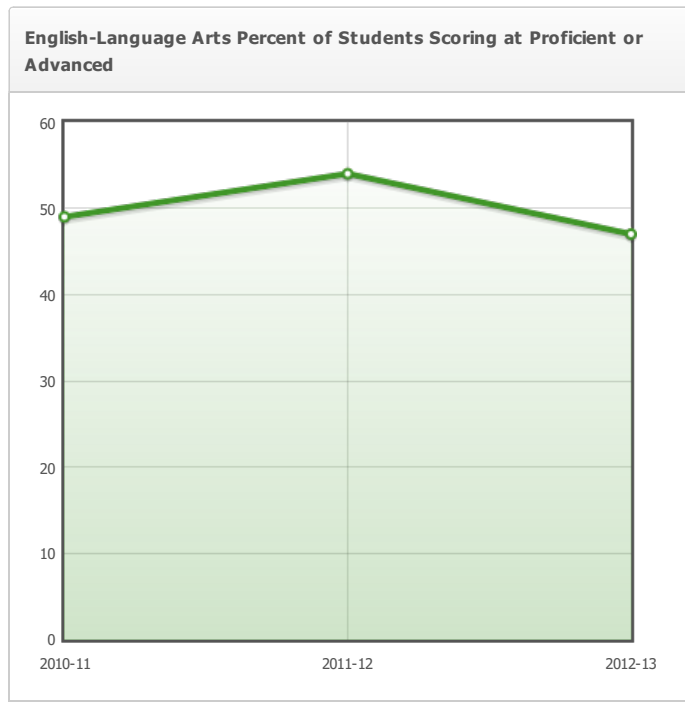
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	54%	47%	48%	45%	49%	59%	56%	57%
Mathematics	38%	43%	44%	46%	50%	54%	56%	58%	60%

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: 5/12/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52%	23%	25%	46%	35%	19%
All Students at the School	53%	26%	21%	56%	35%	9%
Male	58%	21%	21%	63%	25%	13%
Female	48%	30%	21%	52%	42%	6%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	53%	25%	22%	58%	33%	9%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	26%	21%	57%	34%	9%
English Learners	75%	15%	10%	75%	20%	5%
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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: 5/12/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	16.5%	37.1%	24.7%
9	30.9%	20.6%	36.8%

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: 5/12/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	3
Similar Schools	2	7	4

Last updated: 5/12/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	19	-8	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	-5	-9
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	19	-9	-10
English Learners	-11	-4	-50
Students with Disabilities			

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

Last updated: 5/12/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	450	699	407,864	749	4,655,989	790
Black or African American	4		34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	4		17,001	908	406,527	906
Filipino	1		9,841	864	121,054	867
Hispanic or Latino	429	696	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	1		1,544	786	25,351	774
White	3		36,642	871	1,200,127	853
Two or More Races	2		1,289	564	125,025	824
Socioeconomically Disadvantaged	441	698	283,245	731	2,774,640	743
English Learners	149	622	162,555	706	1,482,316	721
Students with Disabilities	33	497	52,441	573	527,476	615

Last updated: 5/12/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	No	N/A
Met Graduation Rate	Yes	N/A

Last updated: 5/12/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

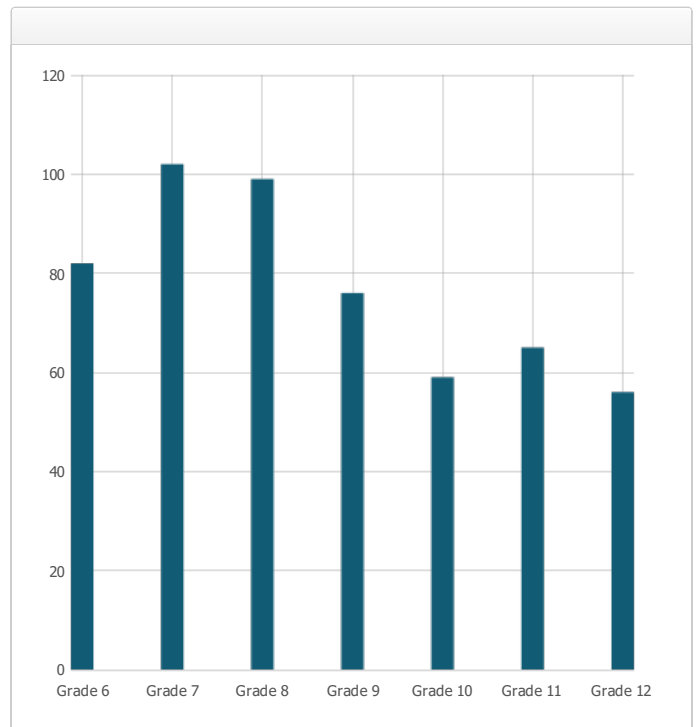
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 5/12/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

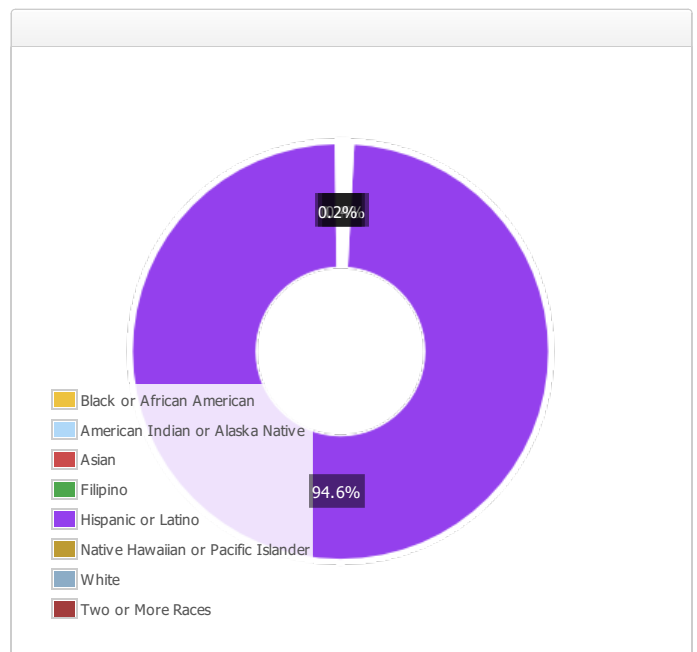
Grade Level	Number of Students
Grade 6	82
Grade 7	102
Grade 8	99
Grade 9	76
Grade 10	59
Grade 11	65
Grade 12	56
Total Enrollment	539



Last updated: 5/12/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0.2
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	95.7
English Learners	58.4
Students with Disabilities	6.9



Last updated: 5/12/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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												
1												
2												
3												
4												
5												
6	17.3	4	0	0					15.0	24	8	
Other												

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

Last updated: 5/12/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	25.6	15	2	4	21.6	11	13	0	21.0	9	8	
Mathematics	20.4	15	10	0	20.3	14	8	0	21.0	13	12	
Science	19.9	9	3	0	22.1	6	11	0	21.0	7	7	
Social Science	21.5	8	9	0	23.0	5	12	0	23.0	8	11	

* 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: 5/12/2014

School Safety Plan (School Year 2012-13)

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

School Safety Plan Key Elements

- Child abuse reporting procedures
- Disaster Procedures

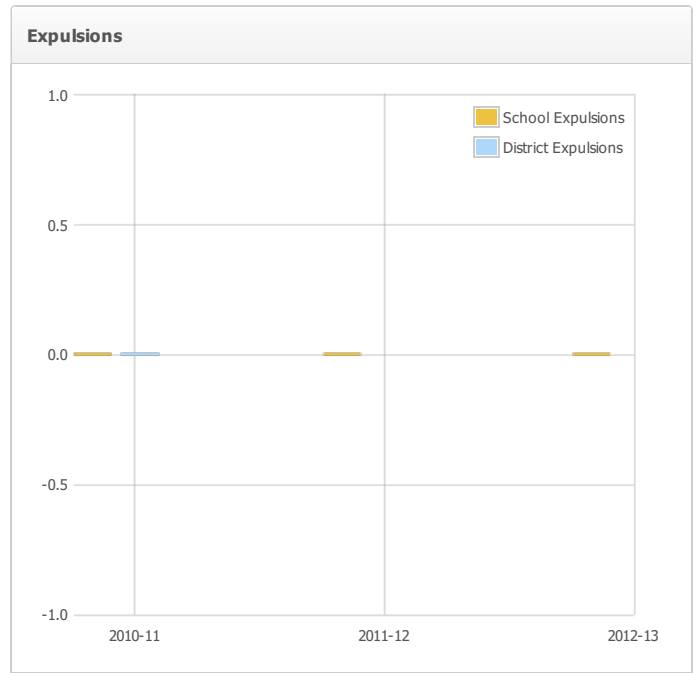
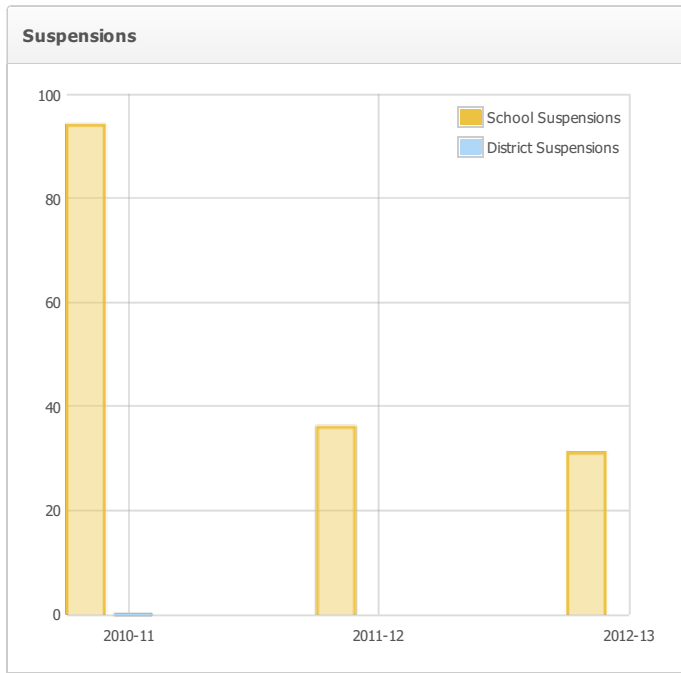
- Procedures to notify teachers of dangerous peoples
- Roles and Responsibilities (Emergency Response Team)
- Each staff member has an updated Safety Binder
- Lockdown Drill procedures and schedules
- Emergency kits
- Earthquake drills
- Fire Drills
- Controlled Substance Policy
- Check-in/Check-out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

Last updated: 5/12/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	94.00	36.00	31.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 5/12/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 twice daily at minimum and as needed. 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 2013-14 school year include the hiring of two Deans and a campus aid. The Middle School will move into a brand new addition with SMART Classroom capabilities. The new addition is in compliance with the most up-to-date state safety codes. The new building is considerably less crowded which enables students and staff to exit the building quickly and efficiently.

At the high school, planned improvements include repair of AC units, a roof repair to prevent leaks, and painting of the building interior.

Last updated: 5/12/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Interior painting is planned for 2013-14.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Major repairs are planned at the High School to solve the problem of leaks. In the year after, solar panels will be installed at the MS site.
External:	Fair	

Playground/School
Grounds, Windows/
Doors/Gates/Fences

A new electrical gate will be installed at the
MS campus, summer 2013.

Overall Facility Rate (School Year 2013-14)

Overall Rating

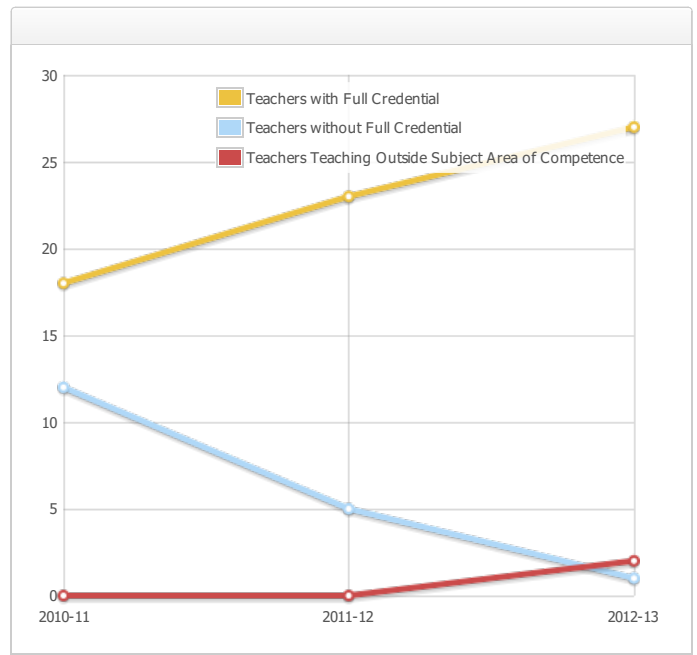
Good

Last updated: 5/12/2014

Teachers

Teacher Credentials

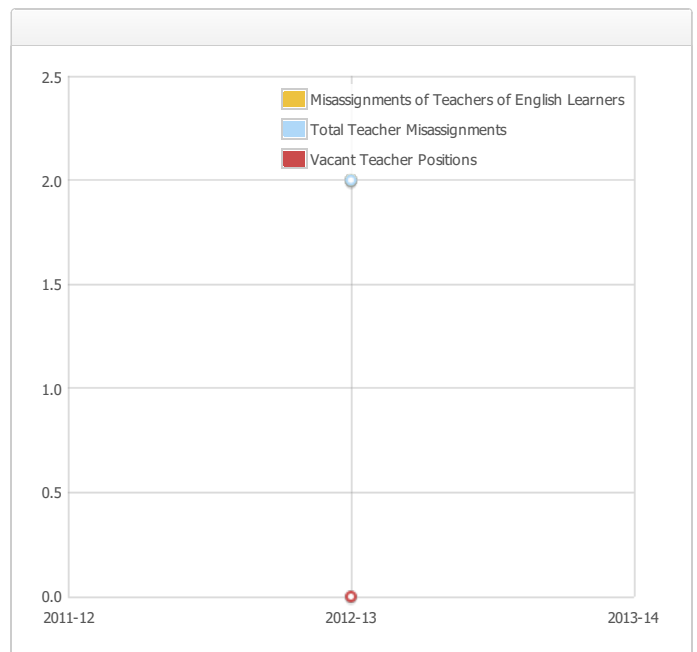
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	23	27	
Without Full Credential	12	5	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	



Last updated: 5/12/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners		2	
Total Teacher Misassignments*		2	
Vacant Teacher Positions		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: 5/12/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	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: 5/12/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.3	120.0
Counselor (Social/Behavioral or Career Development)	0.0	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)	3.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 5/12/2014

Curriculum and Instructional Materials

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,129	\$2,160	\$7,969	\$51,254
District	N/A	N/A	N/A	\$66,851
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 5/12/2014

Types of Services Funded (Fiscal Year 2012-13)

1. Across America for Childhood Obesity – guest speaker Teddy Herrera spoke about his mission to raise awareness of childhood obesity
2. Aptus – speech, counseling, and occupational therapy services for students with special needs.
3. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents
4. Break the Cycle – provides tools and resources to prevent and end dating abuse, parent workshop presented.
5. Champions for Change – healthy food habits classes for both students and parents.
6. Chase the Stars Foundation – non-profit organization aimed at providing opportunities for volleyball experiences for disadvantaged youth
7. Children's Institute – individual and group counseling
8. Coach for Kids – hearing and vision tests for high school students
9. Families that Can – educates, empowers, and mobilizes parents to hold our elected leaders accountable for ensuring every child has access to a high-quality public education.
10. Homeboy Industries – two targeted field trips and three guest speakers annually
11. Junior State of America – debate program

12. La Liberia - partnership to promote children's Spanish literature.
13. LAPD Cadets – present their program annually to our students as a summer and college ready program
14. Lincoln Heights Public Library – monthly visits and annual assemblies about library events.
15. Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth.
16. MOSTe – mentoring program for young women (middle school)
17. NOW Foundation's Love Your Body Campaign – workshops to 7th and 8th grade students on understanding, loving, and respecting their bodies
18. Peace Over Violence – school-wide collaboration for Denim Day (sexual assault awareness)
19. Peer Health Exchange – present teen issues to advisories
20. Planned Parenthood – present health education to seventh grade students for a six-day period
21. Rock Your World – social justice organization working with the 6th grade to develop a school-based social justice advisory curriculum
22. Step Up Women's Network – mentoring program for young women (high school)
23. TeenMinded – workshops geared towards increasing young women's self esteem and empowerment
24. UCLA Peer Mediators – run individual and group mediation to provide a space for conflict resolution
25. USC School of Social Work – four interns assigned to our sites who provide free mental health services
26. Youth Policy Institute- providing academic, athletic and enrichment, college preparation and family services.
27. Street Law-a non-profit organization that creates classroom and community programs that teach people about law, democracy, and human rights worldwide.
28. 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.

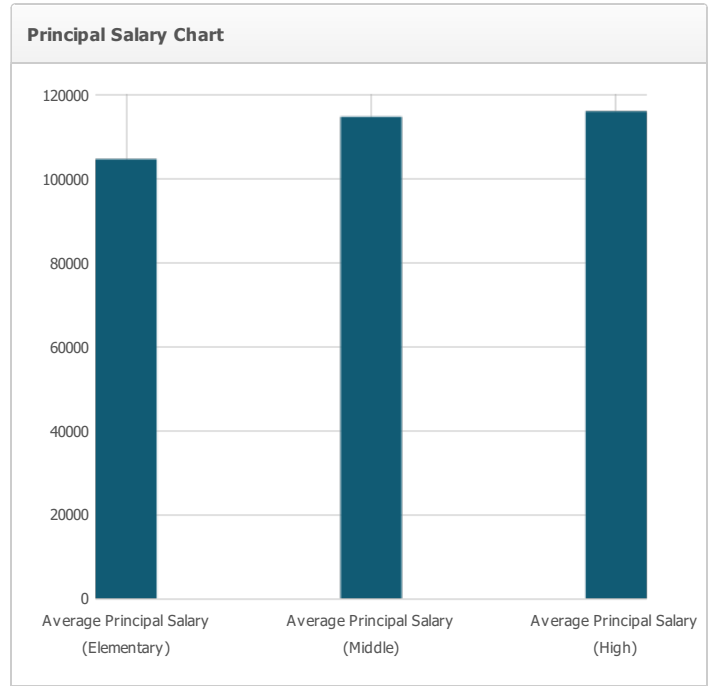
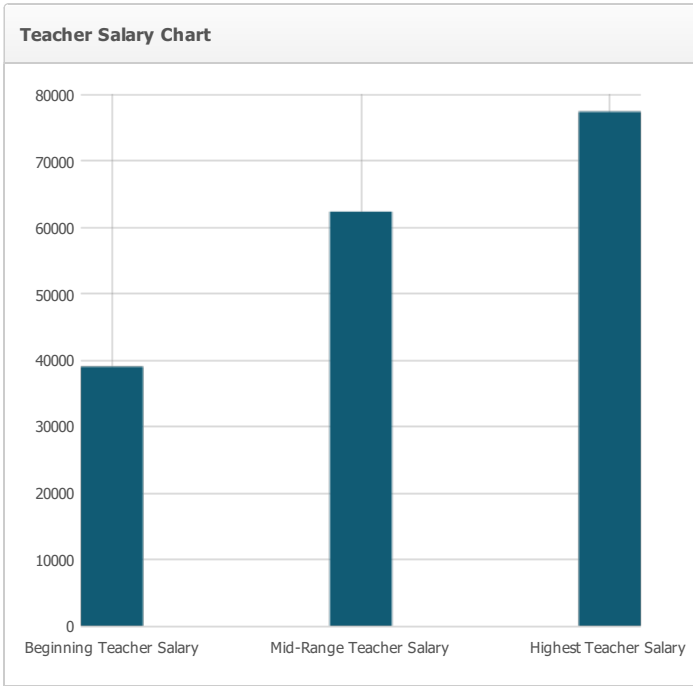
Last updated: 5/12/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735

Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 5/5/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

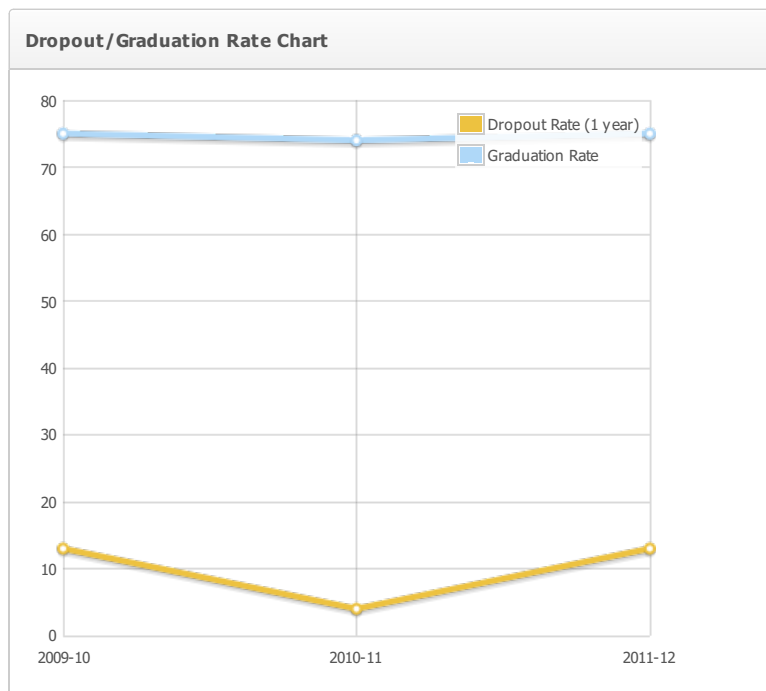
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	13.6	4.7	13.2	24.7	22.6	20.3	16.6	14.7	13.1
Graduation Rate	75.00	74.42	75.00	62.44	64.75	66.48	74.72	77.14	78.73



Last updated: 5/5/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	54	37,532	418,598
Black or African American	1	3,790	28,078
American Indian or Alaska Native		199	3,123
Asian	1	1,831	41,700
Filipino		1,114	12,745
Hispanic or Latino	52	26,590	193,516
Native Hawaiian or Pacific Islander		143	2,585
White		3,504	127,801
Two or More Races		23	6,790
Socioeconomically Disadvantaged	54	29,650	217,915
English Learners	37	12,256	93,297
Students with Disabilities		2,906	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 5/5/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 5/5/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	42.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

Last updated: 5/5/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	6	N/A
Mathematics	4	N/A
Science		N/A
Social Science		N/A
All Courses	12	3.8

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 5/5/2014

Instructional Planning and Scheduling