

Los Angeles Leadership Primary Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

Antonio Sanchez, Principal

Principal, Los Angeles Leadership Primary Academy

About Our School

Greetings:

My name Antonio Sanchez, and it is my distinct pleasure to serve as the principal of Los Angeles Leadership Primary Academy for the 2016-17 academic school year.

Los Angeles Leadership Primary Academy is an elementary charter school located in the historic Salvation Army campus in the Lincoln Heights neighborhood of Los Angeles, California. LA Leadership Primary Academy is proud to offer a dual language program in which students become bilingual and biliterate in Spanish and English. We can also proudly say that we are one of few primary schools to offer 1-to-1 technology for all of our students (K-5).

LA Leadership Primary Academy opened its doors in August 2011 with Kindergarten and first grade. We have added a grade level every year thereafter and consequently our school has blossomed into a full K-5 program. Following the social justice mission from the established LA Leadership Academy middle and high school, LA Leadership Primary students are expected to grow to become Creators, Activists, and Scholars. Our goal is to enrich the lives of our students so that they can make positive contributions that will shape our world. Ultimately, we strive to foster a community in which every person feels respected, valued, and is encouraged to perform at the highest level.

I am looking forward to a great school year and the wonderful activities and learning experiences we will share. I look forward to serving you and our wonderful community.

LA Leadership Primary Academy's motto is "The one who know two languages is worth two."

Respectfully,
Antonio Sanchez

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Los Angeles Leadership Primary Academy
Street	2670 Griffin Ave.
City, State, Zip	Los Angeles, Ca, 90031-2311
Phone Number	213-381-8484
Principal	Antonio Sanchez, Principal
E-mail Address	asanchez@laleadership.org
Web Site	http://laleadership.org
County-District-School (CDS) Code	19647330124818

Last updated: 1/16/2018

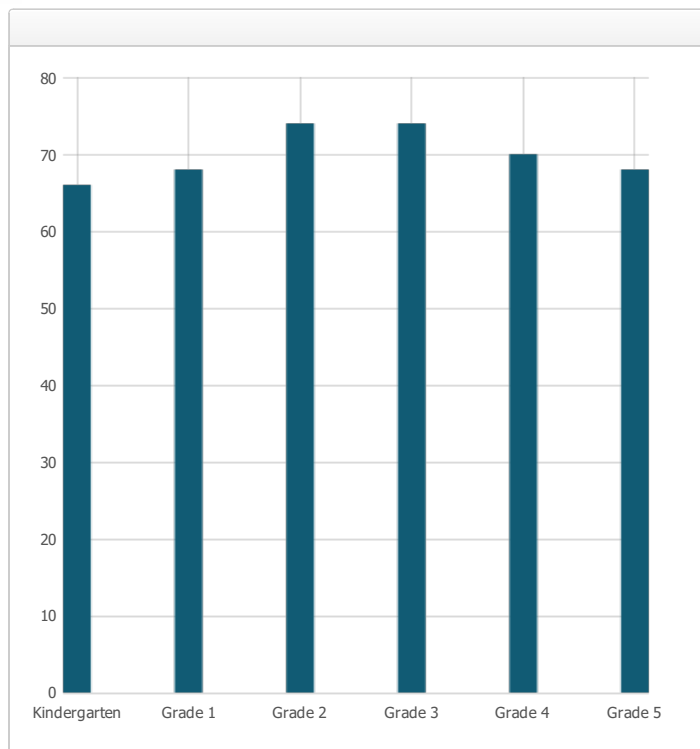
School Description and Mission Statement (School Year 2017-18)

The Los Angeles Leadership Primary Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

Last updated: 1/16/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	66
Grade 1	68
Grade 2	74
Grade 3	74
Grade 4	70
Grade 5	68
Total Enrollment	420



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.2 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	98.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.6 %
English Learners	49.8 %
Students with Disabilities	11.2 %
Foster Youth	1.7 %

Last updated: 1/16/2018

A. Conditions of Learning

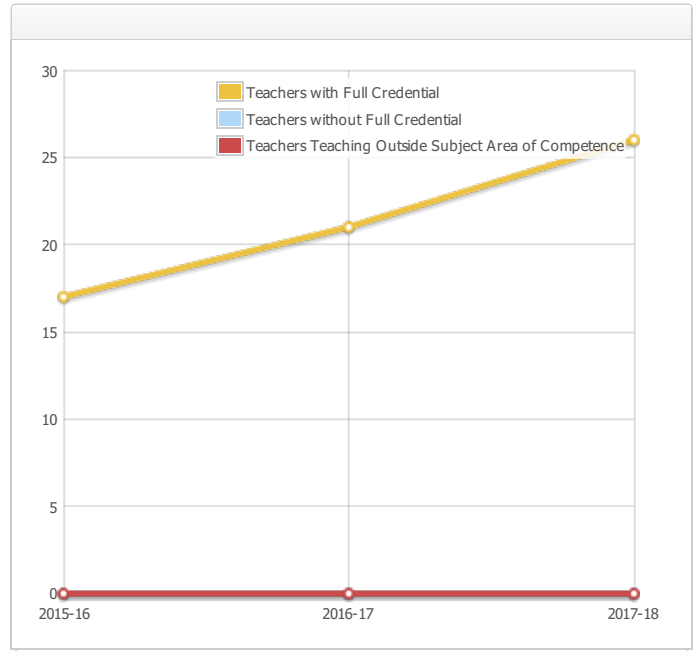
State Priority: Basic

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	21	26	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Los Angeles Leadership Primary Academy engages students in purposeful reading and writing each day by exposing students to reading, writing, and working with words in two languages to become truly biliterate. Los Angeles Leadership Primary fully implements McGraw Hill's Wonders as it's state adopted Language Arts program. Wonders is a comprehensive K-5 ELA/ELD program built on the California Common Core Standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. The fully connected Wonders programs: Wonders, Wonders for English Learners, and Maravillas all focus on the same Essential Question, vocabulary, skills, and strategies throughout a given week – whether students are in the core ELA classroom, participating in designated English Language Development instruction, or benefiting from intensive intervention support.</p> <p>Wonders connects ELA, integrated ELD, and designated ELD instruction seamlessly. Students move smoothly between ELA and ELD. Teachers also have access to a powerful, customizable lesson planner that combines whole-group and small-group instruction, ELA/ ELD, designated ELD time, and intervention instruction. Wonders can also be taught in a print, digital, or blended format. All print resources are available on an adaptive and customizable platform.</p> <p>With Maravillas (Spanish Language program), students also receive equitable, parallel dual immersion instruction. Maravillas helps students to become biliterate, bicultural and bilingual. This fully parallel Spanish program gives students access to a world of rich, authentic, Spanish-language literature.</p>	Yes	0.0 %
Mathematics	<p>Mathematics instruction at LALPA focuses on activities in which students are concentrated on a practice of thinking of mathematics in critical way and establishing a solid procedural and conceptual understanding. ?Los Angeles Leadership Academy uses Houghton Mifflin Go Math! California, as the math curriculum. The program incorporates the CCSS Mathematical Practices in every lesson to develop mathematical thinking and features exploration-driven lessons that begin with problem-based situations and build to more abstract problems. ?Students use a variety of strategies in computation and problem solving and learn to represent their thinking with appropriate models. Go Math! combines 21st-century educational technology with modern content, interactivities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Students use the Online Student Edition or Write-in Student Edition as a resource.</p>	Yes	0.0 %
Science	<p>The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. The science program encourages curiosity, critical thinking skills, and connection to the natural world. Students experience real world application of science in the school garden as they plant, observe, and record their findings. The science program supports the integration of math and language arts, developing high levels of academic language in English and Spanish. Students learn through Full Option Science System (FOSS), a science curriculum designed to present skills and information sequentially, leading students to a more comprehensive understanding of the content. Besides the FOSS curriculum, supplemental materials include videos and trade books specifically pertaining to the science topics being taught. Students also create interactive science notebooks as tools for learning. These notebooks are structured to provide opportunities for students to record their observations and reflect on what they learned from those observations. The science program is aligned to A Framework for K-12 Science Education, developed by the National Research Council, and supports the Next Generation Science Standards for which A Framework for K-12 Science Education is the foundation.</p>	Yes	0.0 %
History-Social Science	<p>In order to develop global citizens and agents of change, it is important for LALPA students to develop a strong sense of the historical, social, economic, and political trends, which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life; deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools.</p> <p>Teachers in the upper elementary grades use the Houghton Mifflin California Social Studies textbook as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. Primary grades do not utilize textbooks for social studies; teachers develop their own standards-based lesson plans.</p>	Yes	0.0 %
Foreign Language	N/A	Yes	0.0 %

Health	N/A	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2018

School Facility Conditions and Planned Improvements

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

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

Evacuation routes are planned, clear, and posted .

Emergency signs, including wet floor are consistently posted.

School Safety Plan information is posted in each classroom.

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

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Good
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Last updated: 1/12/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	27%	25.48%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	23%	18.19%	29%	30%	36%	37%

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: 1/12/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	208	99.52%	25.48%
Male	115	115	100.00%	23.48%
Female	94	93	98.93%	27.96%
Black or African American	--	--	100%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	174	173	99.43%	26.59%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	180	179	99.44%	24.58%
English Learners	99	99	100.00%	--
Students with Disabilities	35	35	100.00%	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	209	100.00%	18.18%
Male	115	115	100.00%	21.74%
Female	94	94	100.00%	13.83%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	174	174	100.00%	18.39%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	181	181	100.00%	18.23%
English Learners	127	127	100.00%	16.54%
Students with Disabilities	35	35	100.00%	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	21.0%	0.0%	46.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/12/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	17.6%	25.0%	5.9%

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: 1/12/2018

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 2017-18)

School Site Council ,
ELAC
Parent Council
Parent Workshops
Classroom Volunteers
School Volunteers
Monthly Parent Meetings
Coffee with the Principal
Teacher Led Workshops for Parents
New Parent Orientation
Kindergarten Orientation

State Priority: Pupil Engagement

Last updated: 1/12/2018

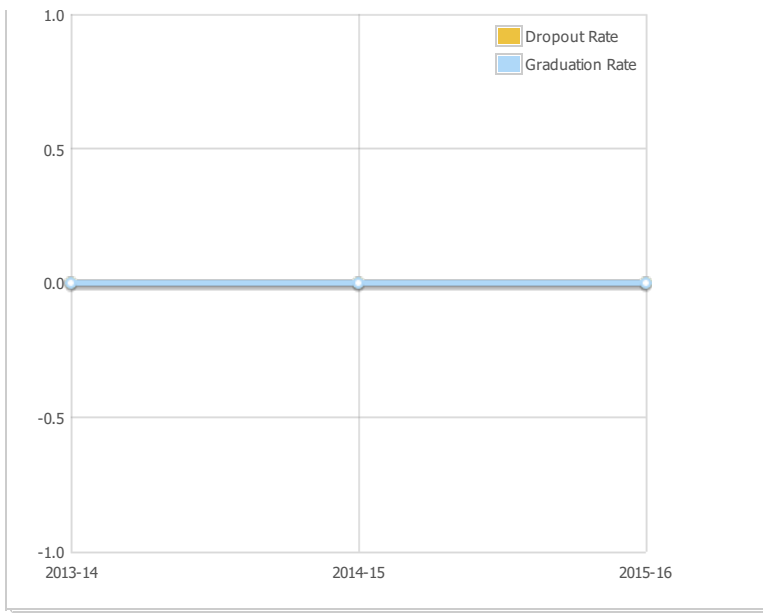
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

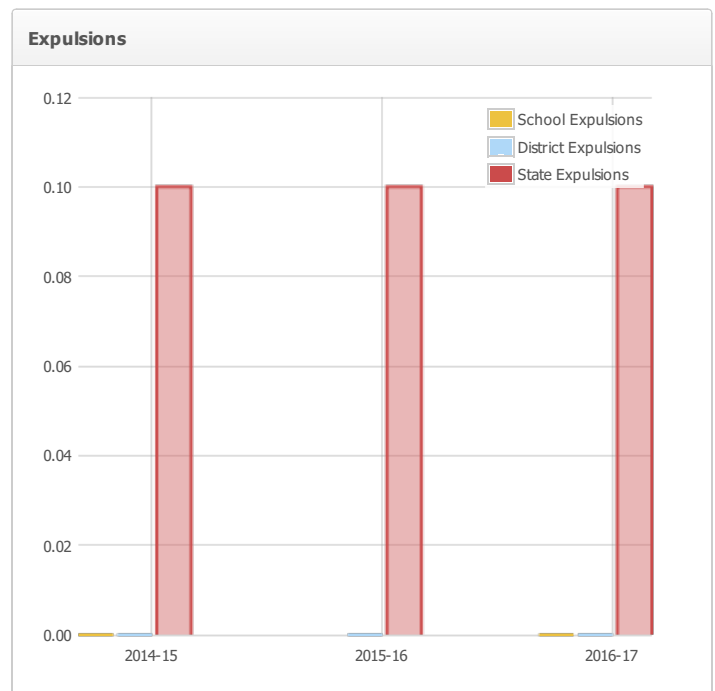
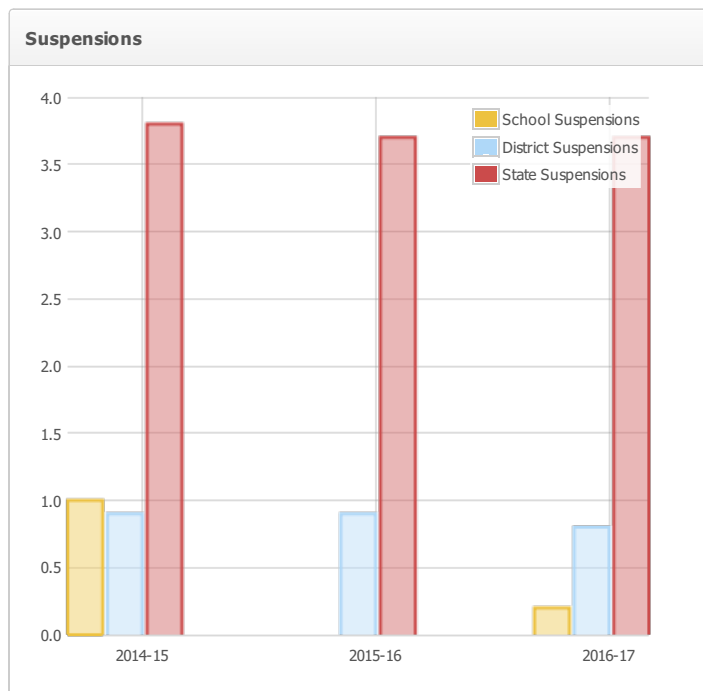
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	--	0.2%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

INTRODUCTION

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

Smoke-free Policy

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

Telephone

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

Visitors

Parents, volunteers and visitors are welcome to visit the school. All entrances to the school, except the closest entrance to the main office, will be locked during the school day (8:15 am to 3:45 pm). Visitors are asked to enter through the front door and sign in at the office upon arrival. All visitors will be given a visitor badge to be worn or shown if requested by school personnel. Visitors are asked to sign out at the office when leaving the campus. To provide for the safety of all students and to limit classroom interruptions, any communications during the school day between parents and their children (such as dropping off books, homework, lunches, etc.) must be conducted at the school office rather than the classroom door.

School personnel will arrange for messages or deliveries to be made to classroom at appropriate times. An adult must accompany children visiting the school who are not enrolled in the school. ALL STAFF ARE HELD RESPONSIBLE FOR STOPPING UNKNOWN PEOPLE WHO ARE NOT WEARING A BADGE AND ASKING THEM TO GO TO THE OFFICE.

ACTION PLAN: CHAIN OF COMMAND

1. PRINCIPAL

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

2. ASSISTANT PRINCIPAL

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

3. FIRST RESPONDERS

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

4. CUSTODIAL STAFF

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

5. SECRETARIAL/OFFICE STAFF

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

6. INSTRUCTIONAL TEACHERS

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

ACTION PLAN: CHAIN OF COMMAND

Principal
 Assistant Principal
 Secretary/Admin Designee
 Office Manager
 Staff/teachers/parents

Pupils Leaving School

- No child is permitted to leave the school during the school day without permission of the parent/ principal/ designee.
- Because it is much safer, it is mandatory that parents come to the office in person to take children out of school early. Children will only be released to their parent/guardian or people whose names appear in their emergency card (no exceptions)

PARENT/GUARDIAN INFORMATION

Change of Address or Telephone

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

Route To and From School

- Plan with your child, know what route they take
- Establish a time for leaving and arriving home
- Children should not arrive at school before 7:45 am
- The campus is open at 7:45 am
- Campus monitors supervise the playground starting at 7:45 am. There is no supervision before that time.
- Breakfast begins at 8:45 am
- Children are not to be detained more than 15 minutes after class unless in after-school intervention, school activities, or have parent permission.
- Children are not allowed to remain on the school grounds and may only visit friends after going home. It is suggested that students complete their homework immediately after arriving home.
- Children who are not a part of the After-School Program must go straight home after school.
- Children should know their address and telephone number.

Class Visitation

- Visitors must report directly to the office for a visitor's pass before entering the campus/class.
- Children that are not enrolled in the school cannot visit the campus unless accompanied by a parent/guardian.

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

During normal school hours our school has one walking entry gate (Griffin Avenue). Students may arrive at school at 7:45 am. Students will go into the first floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 2:45 pm (2:30 pm for Kindergarten) on Mondays, Tuesdays, Thursdays and Fridays. On Wednesday school dismissal is at 1:30 pm (1:15 pm for Kindergarten) for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule.

All staff members and parent volunteers monitor the safe exit of students. The 2nd-5th grade students will exit through the Griffin Ave. gate (front of the school), and Kinder & 1st grade will exit through the Ave 28 gate.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

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

- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

LEVELS OF EMERGENCIES

Emergencies are described by one of the following three levels:

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

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

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

AUTHORITIES AND REFERENCES

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

PLAN IMPLEMENTATION

The Plan will be:

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

PLANNING HAZARD ASSESSMENT

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

STAFF ORIENTATION/TRAINING

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

FACULTY AND STAFF

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

SPECIAL EDUCATION

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

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

INSTRUCTIONAL MATERIALS AND TOOLS AND PROFESSIONAL DEVELOPMENT

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

LEARNING ENVIRONMENT

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

DRILLS

In accordance with state law:

Fire drills will be conducted on a regular basis. In addition, earthquake and lock-down response drills will take place every semester.

All students and staff will participate in these mandated drills.

A district wide drill/simulation is recommended yearly.

All drills will be recorded and a record kept.

EVACUATION ROUTES

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

PARENT COMMUNICATION/RESPONSIBILITY

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

SUPPLIES AND EQUIPMENT

Disaster supplies and equipment are maintained as follows:

- Emergency kits in each classroom.
- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
- Tools for shutting off the utilities at each shut-off location.

EMERGENCY CARDS

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

Teachers make copies of Emergency Cards and Student Release Forms; All copies are kept in Emergency Backpack.

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; and
- 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.

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 Teachers

1. Immediate recognition.

- o Emergency Signals:
 - o Lock Down - Response
 - o Fire Alarm
 - o Severe Weather Alert
 - o Duck, Cover, and Hold On
 - o Shelter-in-Place

2. Immediate action.

- o Lock Down - Response:
 - a. Fire Alarm
 - b. Severe Weather Alert
 - c. Duck, Cover, and Hold On
 - d. Shelter-in-Place
- o Close the classroom door.
- o Make a list of all students NOT in the classroom when the signal was given.
- o Add to the list the names of any students who enter the classroom after the signal was given.
- o Maintain order in the classroom.
- o Do not call the office unless there is a problem in your classroom.
- o Any adult who does not have supervisory responsibilities for students at the time the Lock Down - Response is given, report to a central location to assist in the management of the crisis/emergency.

o Lock Down – No Response -- This command is only used when there:

- a. is a gunman in the school, or
- b. are shots fired, or
- c. is a hostage situation in the school
- o Close the classroom door.
- o Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
- o Stay away from windows.
- o Prepare a list of all missing students.
- o Add to list the names of anyone who enters the classroom after the signal was given.
- o Turn the red/green alert card to the 'green' side if your classroom does not need immediate medical attention.
- o Be prepared to give this attendance information to the office or SERT members (wait until you are contacted).
- o Be prepared to move quickly if directed to do so by the police or school official.
- o If directed to evacuate the classroom, take roll book or attendance record with you.

- o You and your students are taken hostage.
- o Stay calm.
- o Don't be a hero.
- o Follow instructions of captor.
- o Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
- o Inform captor of medical or other needs.
- o Be prepared to wait; elapsed time is a good sign.
- o Don't try to escape; don't try to resolve situation by force.
- o Be observant and remember everything you see and hear.
- o When rescue takes place, lie on floor and await instructions from the rescuers.

3. Other Considerations.

- o If students are outdoors, use basic duck and cover techniques; lie flat on ground, if safe move to sheltered area and await further instructions.
- o Do not attempt to enter building unless directed to do so by the police or school administrator.
- o Care for injured; provide for the needs of individuals with disabilities.

- o Limit your exposure to danger.
- o If possible, report status or significant changes to office/Command Post.
- o Be prepared to respond to directions from the police, Incident Commander, or SERT members.

Lock-Down Procedures Checklist
For Secretaries and Office Staff
RESPONSE & NO-RESPONSE LOCKDOWNS

1. Phase I Responsibilities (first ten minutes):

- o Immediately transmit information regarding the emergency to the Incident Commander (IC).
- o When directed, call 911 or local police dispatcher.
- o Initiate an Event Log recording when notifications are made, to whom, and a brief description of activity.
- o If appropriate, turn off the bell system.
- o Assist with the implementation of the School Emergency Response Plan.
- o 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.
- o 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 outgoing calls.
- o Assign a person to answer the telephone and to maintain a log of all incoming calls.

2. Phase II Responsibilities (Next fifty minutes):

- o Assist in coordinating IC's response to the emergency.
- o Make the "Visitor Log" available to the Search Team Coordinator to assist in the accountability of visitors.
- o When directed, update the Charter Board on the status of the emergency.
- o Provide directory information for notification to families of injured students and/or staff.
- o Keep IC apprised of any new information.
- o Keep the Event Log up to date.
- o 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):

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

4. Phase IV Responsibilities (Subsequent days):

- o Maintain the Event Log.
- o Respond to incoming calls.
- o Assist in calling for substitute teachers if needed.
- o Assist in calling parents of absent children.
- o Keep IC advised of any changes.
- o Assist in establishing schedules for counseling if required.
- o 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:

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

2. Conduct an Immediate Assessment:

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

3. Alert School Staff and Students of the Emergency:

- o Fire – Sound Fire Alarm and evacuate the building.
- o Severe Weather Condition – Sound established signal. (verbal command)
- o 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

- o 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.

- o Duck, Cover, and Hold On – Verbal Command

4. Implement Appropriate Emergency Response Plan:

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

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

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

- o Notify parent(s) or guardian of injured/missing student(s).
 - o Coordinate school response – On-site, off-site, and the Charter Board response.
6. Main Office/Command Post is Taken Hostage:
- o Stay calm.
 - o Don't be a hero.
 - o Follow instructions of captor.
 - o Cooperate; be friendly if possible.
 - o Don't argue with or antagonize captor or other hostages.
 - o Inform captor of medical or other needs.
 - o Be prepared to wait; elapsed time is a good sign.
 - o Don't try to escape.
 - o Don't try to resolve situation by force.
 - o Be observant and remember everything you see and hear.
 - o When a rescue takes place, follow the instructions of the rescuers.
7. Stand Down Procedures:
- o In concert with the police site commander, signal an "All Clear".
 - o Direct SERT member(s) to assist with parents wanting to either see their child or wanting to remove their child from school.
 - o Prepare a written press release with the assistance from the Charter Board.
 - o Adjust the school schedule to deal with the lost time.
8. Recovery and Follow-up Activities:
- o Meet with SERT and critique the effectiveness of the Team's response.
 - o Determine the needs for the following day(s).
 - o Conduct emergency staff meeting at end of first day.
 - o Visit the affected students/staff and their families.

Last updated: 1/12/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	25.0	0	3	0	23.0	0	3	0	22.0	1	2	0
1	21.0	2	1	0	23.0	0	3	0	23.0	1	2	0
2	21.0	1	1	0	21.0	1	2	0	25.0	1	2	0
3	21.0	0	3	0	21.0	1	2	0	25.0	0	3	0
4	22.0	0	1	0	21.0	2	1	0	23.0	0	3	0
5	0.0	0	0	0	24.0	0	1	0	22.0	1	2	0
6	0.0	0	0	0	0.0	0	0	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: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17		
	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+
English									
Mathematics									
Science									
Social Science									

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	384.0
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)	2.0	N/A
Other	7.5	N/A

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

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

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10708.0	\$4420.0	\$6288.0	\$62843.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-15.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	-4.5%	-23.1%

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

Last updated: 1/12/2018

Types of Services Funded (Fiscal Year 2016-17)

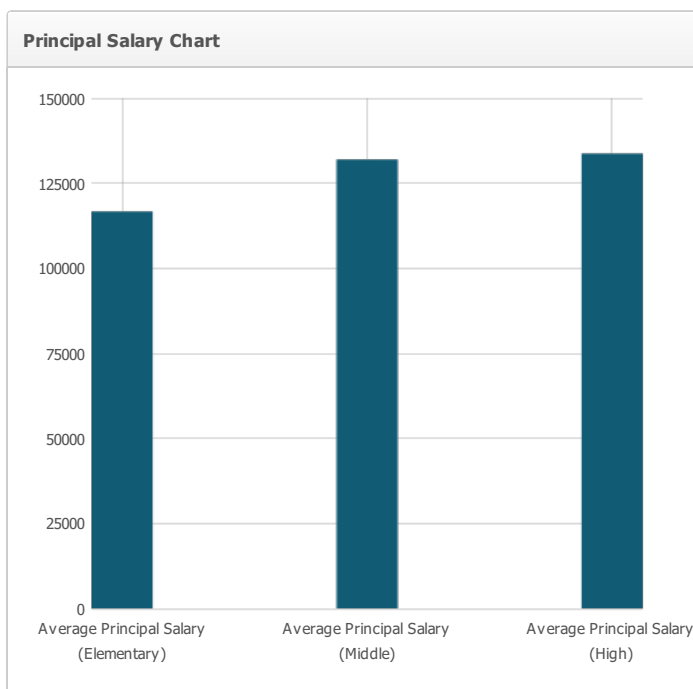
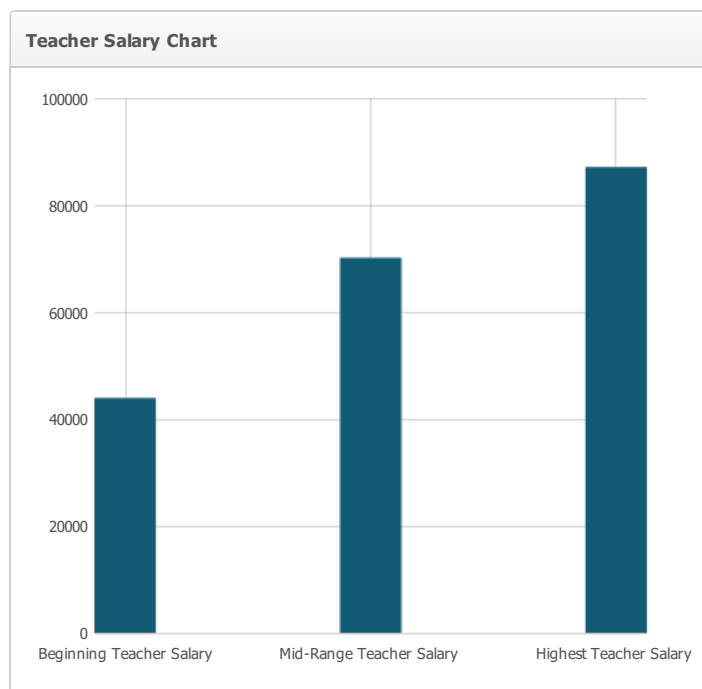
1. Direct Ed- speech, counselling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening- vision and hearing for students and free physicals for parents. FREE
3. La Liberia- partnership to promote children's Spanish literature. FREE
4. Lincoln Heights Public Library- monthly visits and annual assemblies about library events. FREE
5. VIP Community- provides individual & group therapy, parenting classes, psychological assessments & testing, counseling on school campus, violence prevention, youth development and educational enrichment programs. FREE
6. Barrio Action- provides case management, individual and group counseling, conflict resolution and substance abuse program. FREE
7. Esperanza Services- provides supportive services and advocacy to understand communities, especially children, adults and families with special needs to achieve self-efficiency with dignity, respect and compassion. FREE
8. Behavioral Health Services- community-based healthcare organization providing substance abuse, mental health, drug-free transitional living, older adult services, HIV/AIDS education and prevention, and other related health services to the residents of Southern California. FREE
9. School Garden- outdoor education connected to grade-level science and language arts standards. FREE

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
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/> .



Last updated: 1/12/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/12/2018

Professional Development

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

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

LALPA's teachers are credentialed, bilingual and biliterate. LALPA recruits qualified teachers. Wednesdays are early release professional development days. The time is used for staff meetings, grade level collaboration/planning, and data analysis. Every grade level team participate in 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 teacher efficiently couple data with student knowledge to plan effective instruction and improve student outcomes.

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

- Conference attendance and training opportunities with the California Association of Bilingual Education and Association of Two-Way Dual Language Education, two organizations dedicated to the achievement of English learners and language learners in dual language settings. A variety of topics offer participants experiences with technology, standards-based instruction, program development, and interventions.
- Teachers are involved in Professional Learning Communities. The PLC PD cycles are focused on online modules from Stanford. The modules explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math. The sessions are all interactive and include various thinking tasks to promote active engagement - such as reflecting on videos, designing lessons, and discussing ideas with peers. Teachers will learn:
 - o New pedagogical strategies
 - o An understanding of high quality math tasks
 - o Questions to promote understanding
 - o Messages to give students
- Kagan Inc. Strategies: Kagan focuses on strategies for student engagement, participation and cooperation. Teachers learn to use Kagan structures to increase academic achievement, improve student relations, enhance self-esteem, create a more productive classroom environment, reduce discipline problems and help students develop appropriate communication skills.
- Depth and Complexity Icons: Teachers use Depth and Complexity Icons to provide differentiation and rigor to assignments.
- Growth Mindset: Teachers promoting this mindset is significant when serving students from low socioeconomic backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances. This essential understanding drives motivation and fuels learning.
- Professional learning around the anchor standards, instructional shifts, and learning progressions in the common Core ELA standards K-12.
- Identification of areas of strength and areas to supplement within the Charter school's purchased ELA and math curricula based upon data generated.
- Internal Benchmark Assessment Analysis
- Summative Assessment analysis and preparation (CAASPP).

Last updated: 1/16/2018