Los Angeles Leadership Primary Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).
- For more information about the LCFF or LCAP, see the CDE LCFF web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

Nereida Lopez, Principal
Principal, Los Angeles Leadership Primary Academy

About Our School

Principal's Message
Picture
Hello,

My name Nereida Lopez, and it is my pleasure to introduce myself as the principal of Los Angeles Leadership Primary Academy for the 2018-19 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. Los Angeles Leadership Primary Academy is proud to offer a dual language program in which students become bilingual and bi-literate in Spanish and English. We can also proudly state that we are one of few primary schools to offer 1-to-1 access to 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 academic school year, wonderful community activities, and the learning experiences we will all share. Our amazing staff looks forward to serving you and our wonderful community.

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

Respectfully,
Nereida Lopez

Saludos,
Me llamo Nereida Lopez y es con mucho entusiasmo que me presente como la directora de La Academia Primaria de Liderazgo de Los Ángeles para este año académico de 2018-17.

La Academia Primaria de Liderazgo de Los Ángeles es una escuela primaria autónoma situada en el plantel histórico de "Salvation Army" en el barrio de Lincoln Heights en Los Ángeles, California. La Academia Primaria esta orgullosa de ofrecer instrucción en dos idiomas en el cual los estudiantes llegarán a ser bilingües. La meta es que nuestros alumnos sean...
bilingües tanto en el habla como también en el lenguaje escrito en Español y en Inglés para los grados de Kinder al quinto. También me da mucho orgullo informarles que somos unos de las pocas escuelas en que cada alumno tiene acceso a su computadora particular.

La Academia Primaria de Liderazgo de Los Ángeles abrió sus puertas en agosto de 2011 con el Kinder y el primer grado y agrego un grado cada año subsiguiente hasta convertirse en un programa completo de niveles Kinder al 5to. Tras la misión de justicia social de la establecida intermedia y preparatoria Academia de liderazgo de Los Ángeles, se espera que nuestros estudiantes vivan con nuestras palabras de Mándala: comunidad, bienestar, cariño, investigación, poder, valor, e integridad para llegar a ser académicos, creadores, y activistas. Nuestra meta es crear ciudadanos que puedan contribuir en una manera positiva a su comunidad. Últimamente, esperamos promover un medioambiente en que todas las personas son respetadas, valoradas, y apoyadas para que sobresalgan en todos los aspectos de su vida.

Les deseamos un gran año escolar ya que tenemos actividades y experiencias maravillosas para su hijo/a.

El lema de la Academia Primaria de Liderazgo de Los Ángeles es “Quien sabe dos lenguas vale por dos.”

Sinceramente,
Nereida Lopez

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

Phone: 213-381-8484
E-mail: nlopez@laleadership.org
### About This School

**Contact Information (School Year 2018—19)**

<table>
<thead>
<tr>
<th>District Name</th>
<th>Los Angeles Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>(213) 241-1000</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Austin Beutner</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.lausd.net">www.lausd.net</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>Los Angeles Leadership Primary Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>2670 Griffin Ave.</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Los Angeles, Ca, 90031-2311</td>
</tr>
<tr>
<td>Phone Number</td>
<td>213-381-8484</td>
</tr>
<tr>
<td>Principal</td>
<td>Nereida Lopez, Principal</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:nlopez@laleadership.org">nlopez@laleadership.org</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://laleadership.org">http://laleadership.org</a></td>
</tr>
<tr>
<td>County-District-School (CDS) Code</td>
<td>19647330124818</td>
</tr>
</tbody>
</table>

### School Description and Mission Statement (School Year 2018—19)

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.
### Student Enrollment by Grade Level (School Year 2017—18)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>86</td>
</tr>
<tr>
<td>Grade 1</td>
<td>59</td>
</tr>
<tr>
<td>Grade 2</td>
<td>52</td>
</tr>
<tr>
<td>Grade 3</td>
<td>65</td>
</tr>
<tr>
<td>Grade 4</td>
<td>49</td>
</tr>
<tr>
<td>Grade 5</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>371</strong></td>
</tr>
</tbody>
</table>

### Student Enrollment by Student Group (School Year 2017—18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>1.0 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.2 %</td>
</tr>
<tr>
<td>Asian</td>
<td>1.8 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>94.0 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Other</td>
<td>2.0 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>76.8 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>58.0 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11.6 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School 2016—17</th>
<th>School 2017—18</th>
<th>School 2018—19</th>
<th>District 2018—19</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>21</td>
<td>26</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2016—17</th>
<th>2017—18</th>
<th>2018—19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
Foreign Language

N/A
Readers Theater generates fluency in the participants reading through recurring exposure to plays and accelerates the understanding of the situation in audience. It is an activity that integrates reading, speaking, listening, expressing and learning into a single framework. Reader's Theater uses multi-leveled scripts to engage diverse students in improving their comprehension and fluency. Literary scripts enhance understanding of fiction and support cross-text analysis; Content-area scripts expand students' academic vocabulary and knowledge; and Foundational skills scripts focus students on key aspects of literacy and language. Reader's Theater is comprised of multiple, grade-specific components, each of which utilizes the performing arts to improve student literacy skills. Content will be offered in both English and Spanish. The components include:

- Nursery Rhymes and Songs: improves literacy with multi-leveled scripts based on classic rhymes and songs.
- Folktales, Myths, and Legends: enriches literature study with multi-leveled scripts based on traditional genres.
- Classics: engages middle school students in active learning about classic literature and oratory.
- My First Reader's Theater: teaches high-frequency words and concepts about print through choral-reading scripts that support early reading strategies.
- Content-Area Concepts: features multi-leveled scripts support core curriculum content through active learning for readers at early through fluent levels.
- Reader's Theater Classics: Famous People, Famous Words: helps school students develop perspectives about historic authors and documents, while bringing diverse eras, cultures, and genres to life through engaging multi-leveled scripts.
- Word Plays: PLAYing with words helps improve language arts proficiency and strengthen foundational skills.

Note: Cells with N/A values do not require data.
School Facility Conditions and Planned Improvements

No repair needed at this time. The Primary Academy does quarterly maintenance on all area

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td>No repair needed at this time. The Primary Academy does quarterly maintenance on all area</td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>Good</td>
<td>No repair needed at this time. The Primary Academy does daily maintenance and monthly walk through of all interior Surfaces</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
<td>No repair needed at this time. The Primary Academy does a daily cleaning by staff, and deep cleaning at beginning of each semester</td>
</tr>
<tr>
<td>Electrical: Electrical</td>
<td>Good</td>
<td>No repair needed at this time. The Primary Academy does an annual electrical test during fall semester</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/Fountains</td>
<td>Good</td>
<td>No repair needed at this time. Restrooms are cleaned three times a day and as needed.</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>Good</td>
<td>No repair needed at this time.</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Good</td>
<td>PS does daily cleaning and monthly Windows/Doors/Gate s/Fences walkthrough</td>
</tr>
</tbody>
</table>

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Good</th>
</tr>
</thead>
</table>
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
Percentage of Students Meeting or Exceeding the State Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>25.0%</td>
<td>31.0%</td>
<td>40.0%</td>
<td>43.0%</td>
<td>48.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>18.0%</td>
<td>20.0%</td>
<td>30.0%</td>
<td>32.0%</td>
<td>37.0%</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.
## CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2017—18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>196</td>
<td>192</td>
<td>97.96%</td>
<td>31.25%</td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td>98</td>
<td>98.00%</td>
<td>28.57%</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>94</td>
<td>97.92%</td>
<td>34.04%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>181</td>
<td>178</td>
<td>98.34%</td>
<td>32.02%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>156</td>
<td>152</td>
<td>97.44%</td>
<td>28.95%</td>
</tr>
<tr>
<td>English Learners</td>
<td>126</td>
<td>124</td>
<td>98.41%</td>
<td>24.19%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>32</td>
<td>31</td>
<td>96.88%</td>
<td>16.13%</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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: 1/10/2019
### CAASPP Test Results in Mathematics by Student Group
#### Grades Three through Eight and Grade Eleven (School Year 2017—18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>196</td>
<td>192</td>
<td>97.96%</td>
<td>19.79%</td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td>98</td>
<td>98.00%</td>
<td>21.43%</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>94</td>
<td>97.92%</td>
<td>18.09%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>181</td>
<td>178</td>
<td>98.34%</td>
<td>19.66%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>156</td>
<td>152</td>
<td>97.44%</td>
<td>17.76%</td>
</tr>
<tr>
<td>English Learners</td>
<td>126</td>
<td>124</td>
<td>98.41%</td>
<td>16.13%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>32</td>
<td>31</td>
<td>96.88%</td>
<td>9.68%</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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: 1/10/2019
CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and high school)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017—18)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>0</td>
</tr>
<tr>
<td>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Career Technical Education (CTE) Participation (School Year 2017—18)

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
<tr>
<td>2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
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 2017—18)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Four of Six Fitness Standards</th>
<th>Percentage of Students Meeting Five of Six Fitness Standards</th>
<th>Percentage of Students Meeting Six of Six Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>23.0%</td>
<td>12.2%</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

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.
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 school site

Opportunities for Parental Involvement (School Year 2018—19)

- 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

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)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>13.7%</td>
<td>10.7%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>--</td>
<td>72.2%</td>
<td>77.3%</td>
<td>82.3%</td>
<td>83.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>0.0%</td>
<td>10.8%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>79.7%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

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

- Dropout Rate
- Graduation Rate

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).
<table>
<thead>
<tr>
<th>Student Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>School</th>
<th>School</th>
<th>District</th>
<th>District</th>
<th>District</th>
<th>State</th>
<th>State</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate Suspensions</td>
<td>--</td>
<td>0.2%</td>
<td>4.6%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3.7%</td>
<td>3.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Rate Expulsions</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

School Safety Plan (School Year 2018–19)

School-Wide Safety Plan

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

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

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

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

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

ACTION PLAN: CHAIN OF COMMAND

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

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

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

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

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

ACTION PLAN: CHAIN OF COMMAND
Principal
Assistant Principal
Secretary/Admin Designee
Office Manager
Staff/teachers/parents

Pupils Leaving School

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

PARENT/GUARDIAN INFORMATION

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

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

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

SAFE INGRESS AND EGRESS OF PUPILS, PARENTS AND EMPLOYEES TO/FROM SCHOOL
During normal school hours our school has one walking entry gate (Griffin Avenue). Students may arrive at school at 7:45 am. Students will go into the first floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

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

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

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

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.
- Visitors must sign in and secure a Visitor’s Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student’s emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

LEVELS OF EMERGENCIES

Emergencies are described by one of the following three levels:

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

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

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

AUTHORITIES AND REFERENCES

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

PLAN IMPLEMENTATION

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

PLANNING HAZARD ASSESSMENT

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

STAFF ORIENTATION/TRAINING

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

FACULTY AND STAFF

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

SPECIAL EDUCATION

Los Angeles Leadership Academy shall actively identify students who may have exceptional needs, assess them promptly, and develop Individualized Education Programs.
STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE
Los Angeles Leadership Academy has clear measurable outcomes and data that support how well students are doing in meeting outcomes.

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

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

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

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

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

SUPPLIES AND EQUIPMENT
Disaster supplies and equipment are maintained as follows:
• Emergency kits in each classroom.
• First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
• Tools for shutting off the utilities at each shut-off location.

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

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

2. Immediate action.
   - Lock Down - Response:
     a. Fire Alarm
     b. Severe Weather Alert
     c. Duck, Cover, and Hold On
     d. Shelter-in-Place
     - Close the classroom door.
     - Make a list of all students NOT in the classroom when the signal was given.
     - Add to the list the names of any students who enter the classroom after the signal was given.
     - Maintain order in the classroom.
     - Do not call the office unless there is a problem in your classroom.
     - 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.

   - 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
     - Close the classroom door.
     - Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
     - Stay away from windows.
     - Prepare a list of all missing students.
     - Add to list the names of anyone who enters the classroom after the signal was given.
     - Turn the red/green alert card to the ‘green’ side if your classroom does not need immediate medical attention.
     - Be prepared to give this attendance information to the office or SERT members (wait until you are contacted).
     - Be prepared to move quickly if directed to do so by the police or school official.
     - If directed to evacuate the classroom, take roll book or attendance record with you.
     - You and your students are taken hostage.
     - Stay calm.
     - Don’t be a hero.
     - Follow instructions of captor.
     - Cooperate, be friendly if possible; don’t argue with or antagonize captor or other hostages.
     - Inform captor of medical or other needs.
     - Be prepared to wait; elapsed time is a good sign.
     - Don’t try to escape; don’t try to resolve situation by force.
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 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 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 Assist in restoring a sense of normalcy to the school by responding to inquiries about the incident in a professional, low keyed response.
o Keep IC advised of any changes.
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).

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 informing 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 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 & 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.
D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>23.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>23.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>21.0</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>21.0</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>21.0</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>24.0</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>22.0</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>23.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>25.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>25.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>23.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>22.0</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>20.0</td>
<td></td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>20.0</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>20.0</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>20.0</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>20.0</td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>25.0</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Other**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

** "Other" category is for multi-grade level classes.
### Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes * 1-20</th>
<th>Number of Classes * 21-32</th>
<th>Number of Classes * 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.
### Academic Counselors and Other Support Staff (School Year 2017—18)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>1.0</td>
<td>371.0</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>2.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>25.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$11620.0</td>
<td>$5374.0</td>
<td>$6246.0</td>
<td>$754.4</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>$75094.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$6574.0</td>
<td>$80764.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Types of Services Funded (Fiscal Year 2017—18)

1. Direct Ed—speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening—vision and hearing for students and free physicals for parents. FREE
3. 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

Teacher and Administrative Salaries (Fiscal Year 2016—17)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$43,913</td>
<td>$47,903</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$70,141</td>
<td>$74,481</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$87,085</td>
<td>$98,269</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$116,726</td>
<td>$123,495</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$131,879</td>
<td>$129,482</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$133,989</td>
<td>$142,414</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$350,000</td>
<td>$271,429</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>31.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](https://www.cde.ca.gov/ds/fd/cs/).
Advanced Placement (AP) Courses (School Year 2017—18)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
*Where there are student course enrollments of at least one student.

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.

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, tow 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:
  - New pedagogical strategies
  - An understanding of high quality math tasks
  - Questions to promote understanding
  - 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)