

Los Angeles Leadership Primary Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Mercedes Ibarra, Principal

Principal, Los Angeles Leadership Primary Academy

About Our School

Greetings,

I am Mercedes Ibarra, the principal of Los Angeles Leadership Primary Academy. It is my pleasure to welcome you to our school.

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.

LA Leadership Primary Academy opened its doors in August 2011 with Kindergarten and first grade, and will add a grade level every year thereafter until becoming a full K-6 program.

Following the social justice mission from the established LA Leadership Academy middle and high schools, LA Leadership Primary students are expected to live with our Mandala words: community, well-being, love, inquiry, empowerment, courage, integrity, and become scholars, creators, and activists.

We are looking forward to a great school year and have wonderful activities and learning experiences planned for your child. LA Leadership Primary Academy's motto is "The one who know two languages is worth two."

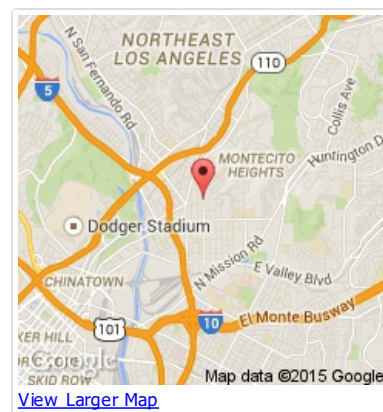
Sincerely,

Mercedes Ibarra

Contact

2670 Griffin Ave.
Los Angeles, CA 90031-2311

Phone: 213-381-8484
E-mail: mibarra@laleadership.org



About This School

Contact Information - Most Recent Year

School	
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	Mercedes Ibarra, Principal
E-mail Address	mibarra@leadership.org
County-District-School (CDS) Code	19647330124818

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 3/10/2015

School Description and Mission Statement (Most Recent Year)

Our Mission

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

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

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

Academy Mandala Words

The word "mandala" means circle. It represents wholeness, and can be seen as a model for the organizational structure of life reminding us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. Each member of our community which makes up L.A. Leadership Academy is expected to embrace the guiding principles represented by our Academy Mandala Words:

Community - We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.

Empowerment - We claim our power to define ourselves and to struggle for liberty.

Well-Being - We nurture our minds, bodies and spirits by practicing healthy habits.

Creator - We express our uniqueness, imagine new possibilities, shape ourselves and, and impact the world.

Love - We care deeply about ourselves and others, and express this through our actions.

Inquiry - We constantly seek understanding by asking questions of ourselves and of the world around us.

Integrity - We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars - We are critical thinkers engaged in a lifelong pursuit of knowledge.

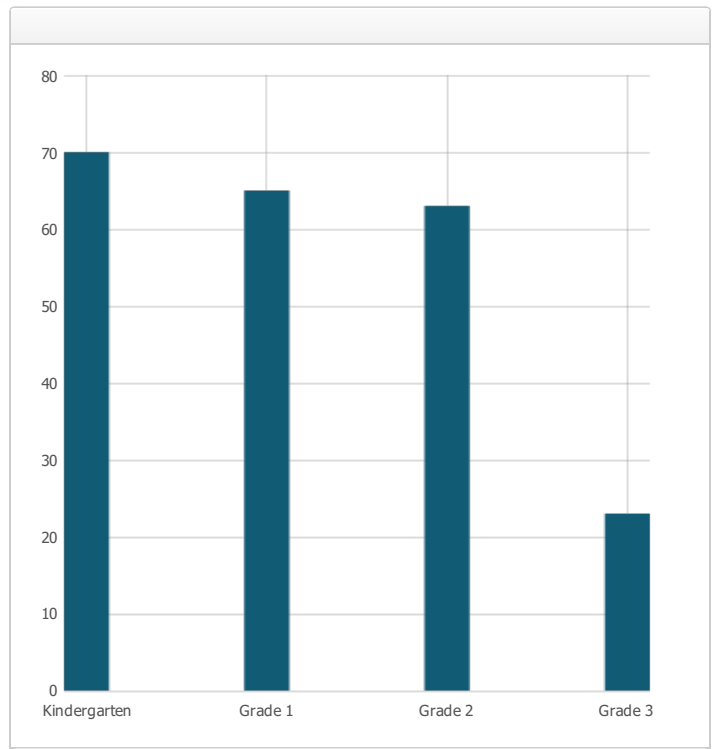
Activists - We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage - We have the strength to recognize and challenge our fears.

Last updated: 3/10/2015

Student Enrollment by Grade Level (School Year 2013-14)

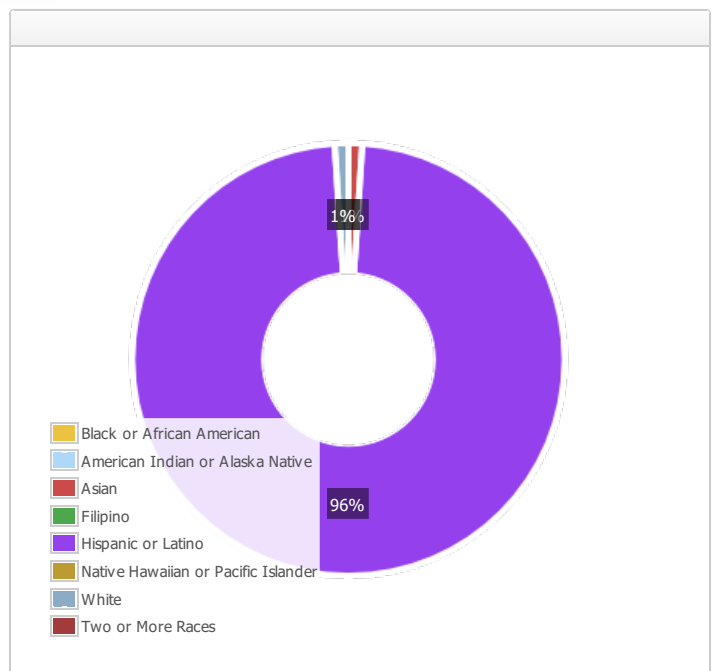
Grade Level	Number of Students
Kindergarten	70
Grade 1	65
Grade 2	63
Grade 3	23
Total Enrollment	221



Last updated: 3/10/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.5
Asian	1.4
Filipino	0.0
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.0
White	1.4
Two or More Races	0.0
Socioeconomically Disadvantaged	90.0
English Learners	50.0
Students with Disabilities	10.0



Last updated: 3/18/2015

A. Conditions of Learning

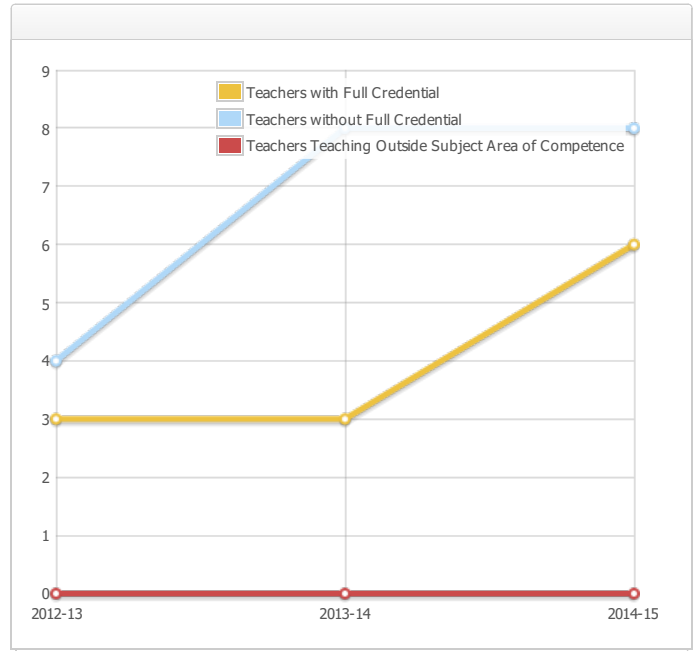
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

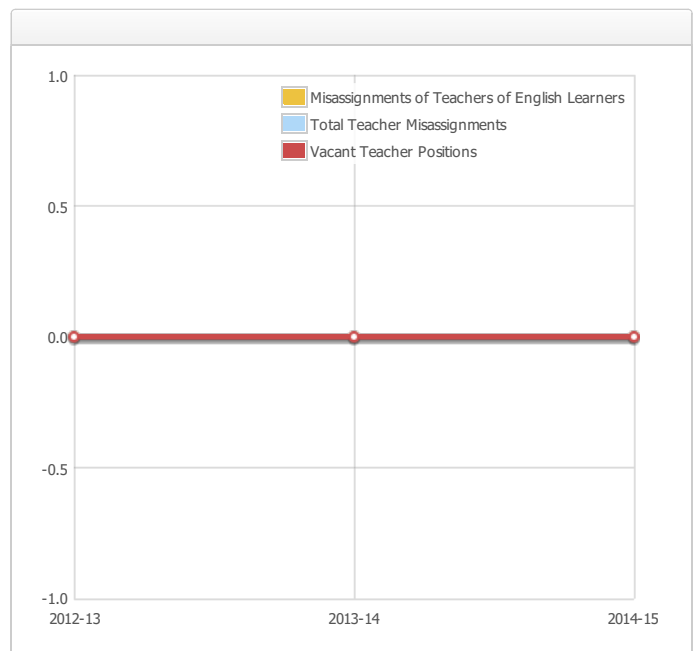
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3	6	
Without Full Credential	4	8	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 3/10/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 3/10/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

School Facility Conditions and Planned Improvements - Most Recent Year

Repairing four rooms due to water damage that occurred on February 8th, 2015.

Switching from a traditional electrical panel grid to a solar panel grid.

This upcoming summer the primary roof will be repaired. We will replace one section of the roof to prevent any leaking during the rainy season.

Last updated: 3/10/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Repairing four rooms due to water damage that occurred on February 8th, 2015.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Switching from a traditional electrical panel grid to a solar panel grid.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Annual fire alarm maintenance.
Structural: Structural Damage, Roofs	Fair	This upcoming summer the primary roof will be repaired. We will replace one section of the roof to prevent any leaking during the rainy season.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Meet with maintenance department weekly to update building. Monthly walk through of building.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 3/10/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	43%	44%	48%	47%	54%	56%	55%
Mathematics	N/A	N/A	39%	43%	44%	45%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/10/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			3
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 3/10/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 3/10/2015

Career Technical Education Participation (School Year 2013-14)

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

Last updated: 3/10/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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

Barrio Action: 4927 Huntington Dr. #200 Los Angeles, CA 90032

Esperanza Services: 2510 W. Main St. Alhambra, CA 91801

Behavioral Health Service: 4099 N. Mission Rd. Los Angeles, CA 90032

State Priority: Pupil Engagement

Last updated: 3/10/2015

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

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

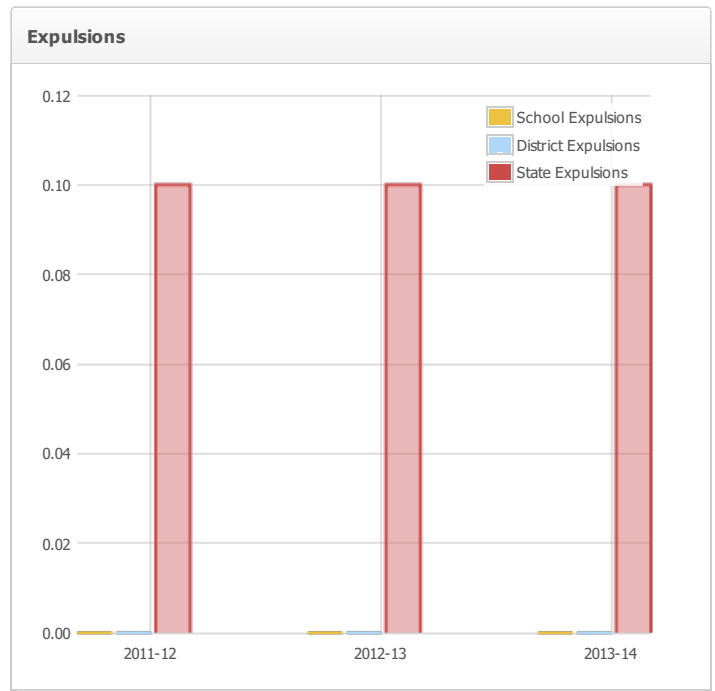
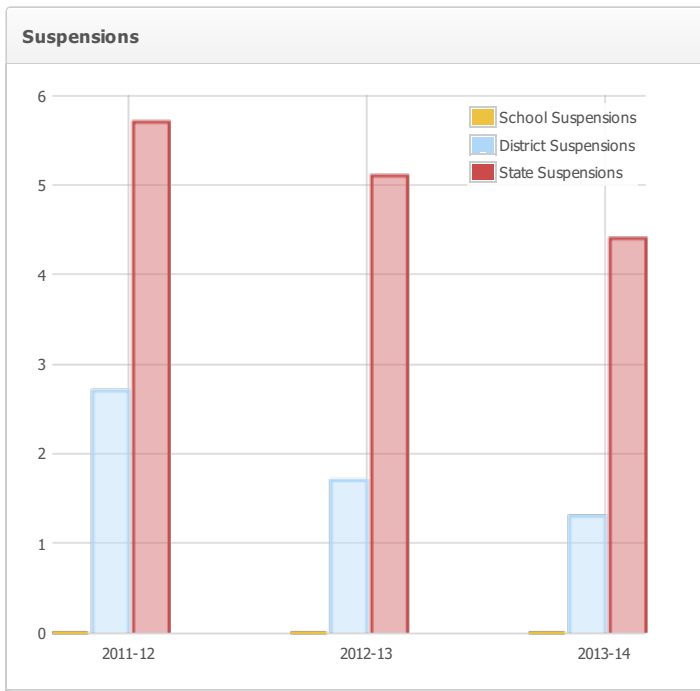
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 3/10/2015

School Safety Plan - Most Recent Year

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

School Safety Plan Key Elements

- Child Abuse Reporting Procedures
- Disaster Procedures
- Procedures to Notify Teachers of Dangerous Peoples
- Roles and Responsibilities (Emergency Response Team)
- Each Staff Member has an updated Safety Binder
- Lockdown Drill Procedures and Schedules
- Emergency Kits
- Earthquake Drills
- Fire Drills
- Controlled Substance Policy
- Check-in/Check-out Procedures
- School Ppening and Lock-up Procedures
- Training Schedules
- Parent and Community Communication Policies

Last updated: 3/10/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate	Yes	N/A

Last updated: 3/10/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement *	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 3/10/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	18.3	3	0	0	21.0		3		23.0		3	
1	20.0	1	0	0	21.0	1	2		22.0	1	2	
2					23.0		1		21.0	1	1	
3									23.0		1	
4												
5												
6												
Other												

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

Last updated: 3/10/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 3/10/2015

Types of Services Funded (Fiscal Year 2013-14)

1. Aptus- 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. Children's Institute- individual and group counseling. FREE
4. Families that Can- educates, empowers, and mobilizes parents to hold our elected leaders accountable for ensuring every child has access to a high-quality public education. FREE
5. Homeboy Industries- two targeted field trips and three guest speakers annually. FREE
6. La Liberia- partnership to promote children's Spanish literature. FREE
7. Lincoln Heights Public Library- monthly visits and annual assemblies about library events. FREE
8. UCLA Peer Mediators- run individual and group mediation to provide a space for conflict resolution. FREE
9. VIP Community- provides individual & group therapy, parenting classes, psychological assessments & testing, counseling on school campus, violence prevention, youth development and educational enrichment programs. FREE
10. Barrio Action- provides case management, individual and group counseling, conflict resolution and substance abuse program. FREE
11. Esperanza Services- provides supportive services and advocacy to underserved communities, especially children, adults and families with special needs to achieve self- sufficiency with dignity, respect and compassion. FREE
12. 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

Last updated: 3/10/2015

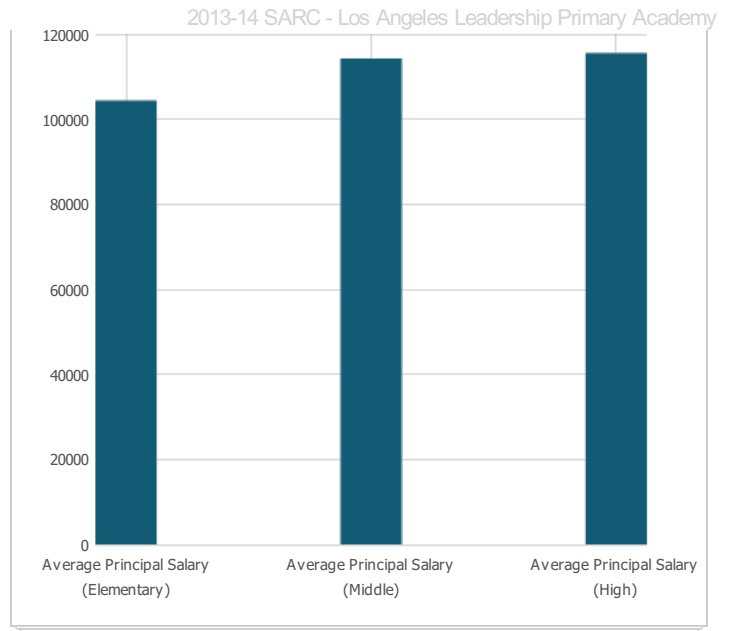
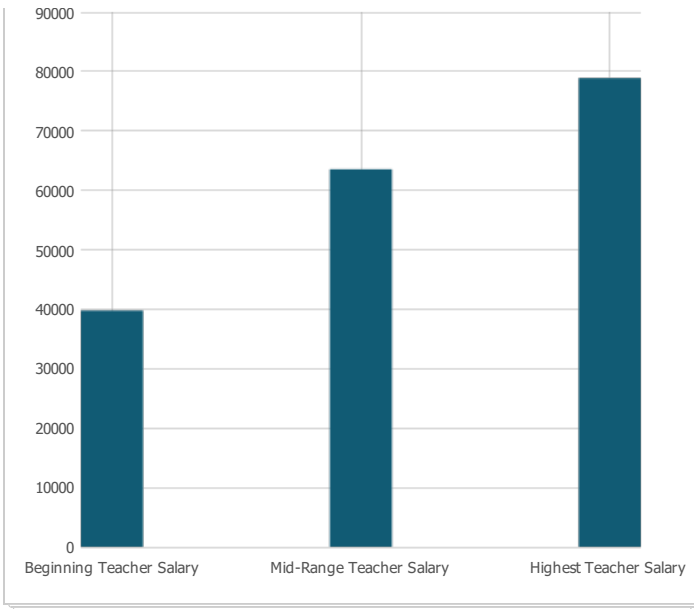
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 3/10/2015

Professional Development – Most Recent Three Years

The primary/major areas of focus for staff development are: Common core standards to transition to the newly adopted standards. Training on language acquisition and vocabulary instruction (i.e, GLAD--Guided Language Acquisition Design--training) as we are teaching students in two languages.

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

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.

Last updated: 3/10/2015