

Los Angeles Leadership Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Cynthia Cuprill, Marvin Jacobo

Principal, Los Angeles Leadership Academy

About Our School

Los Angeles Leadership High School Academy

Dear Lala family,

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

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

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

Los Angeles Leadership Middle School Academy

Welcome to the 2015–2016 school year! It is with great honor and privilege that I introduce myself as the newly appointed principal of Los Angeles Leadership Academy Middle School. Our commitment to our core values of Leadership and Social Justice set the foundation for our staff to provide a safe, positive, and intellectual learning environment that empower students to become creative problem solvers, critical thinkers, and inspired learners.

As I enter my third year at Los Angeles Leadership Academy and 10th year in education, I would like to continue setting high expectations for our students in regards to academic performance, and responsible citizenship. I am asking each

student to make a commitment to being a Lion! A lion is Positive, Shows Respect and Always Does Their Best. Doing so will enable all to have a successful and enjoyable school year.

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

Be Positive! Make positive choices related to physical and mental wellness

Show Respect! Communicate with others in a respectful and meaningful way.

Do your Best! Pose questions, examine possibilities, and challenge yourself to find solutions.

Get involved in our school activities; After School All Stars, Leadership and other opportunities that will come up throughout the school year.

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

Contact

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

*Phone: 323-227-7719, 213-381-8484
E-mail: ccuprill@laleadership.org*

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Los Angeles Leadership Academy
Street	234 East Avenue 33
City, State, Zip	Los Angeles, Ca, 90031-1937
Phone Number	323-227-7719, 213-381-8484
Principal	Cynthia Cuprill, Marvin Jacobo
E-mail Address	ccuprill@laleadership.org
Web Site	www.laleadership.org
County-District-School (CDS) Code	19647331996610

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

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

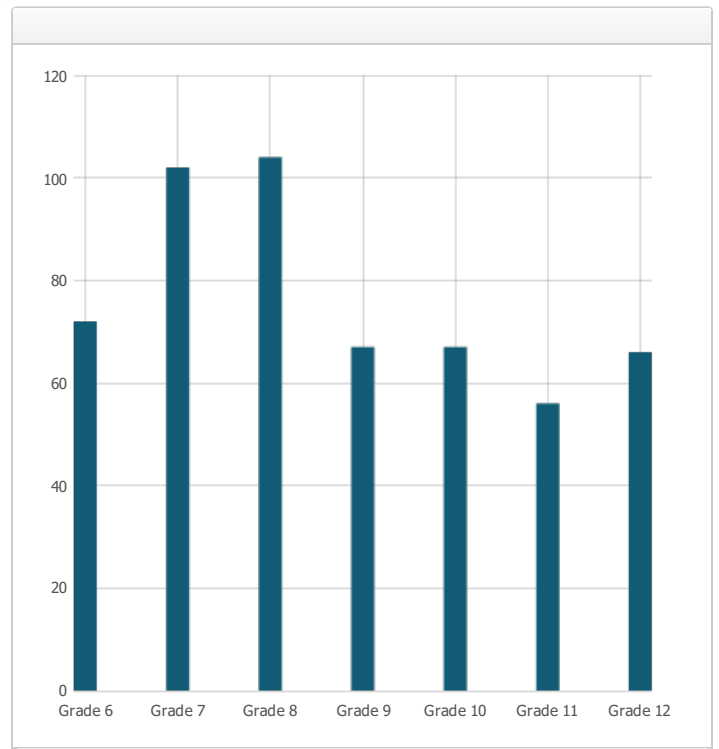
High-powered, performance-based assessment, and an integrated curriculum promote critical thinking and intellectual depth, breadth, and agility. Close relationships between students and staff and attention to students' individual needs and interests promote a community of well-rounded learners.

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

Last updated: 1/26/2016

Student Enrollment by Grade Level (School Year 2014-15)

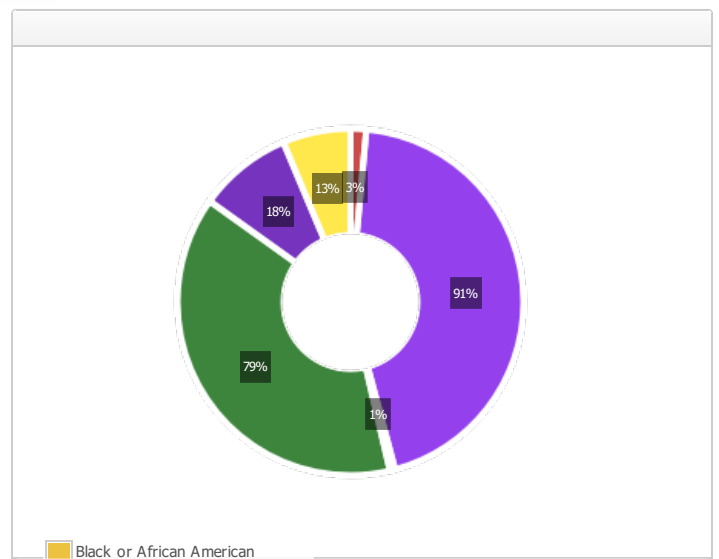
Grade Level	Number of Students
Grade 6	72
Grade 7	102
Grade 8	104
Grade 9	67
Grade 10	67
Grade 11	56
Grade 12	66
Total Enrollment	534



Last updated: 1/26/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.0 %
Asian	3.9 %
Filipino	0.7 %
Hispanic or Latino	91.5 %
Native Hawaiian or Pacific Islander	0.7 %
White	0.7 %
Two or More Races	1.9 %
Socioeconomically Disadvantaged	79.2 %
English Learners	18.5 %
Students with Disabilities	13.7 %
Foster Youth	0.0 %



Last updated: 1/26/2016

A. Conditions of Learning

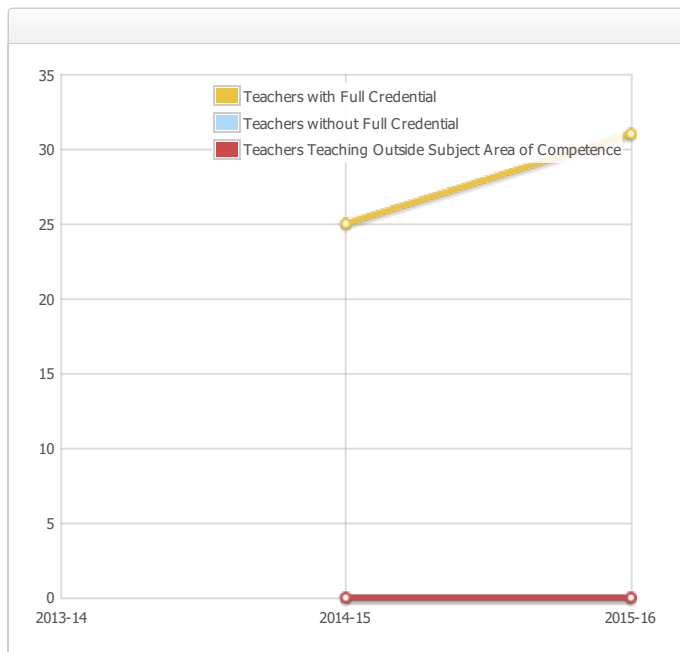
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

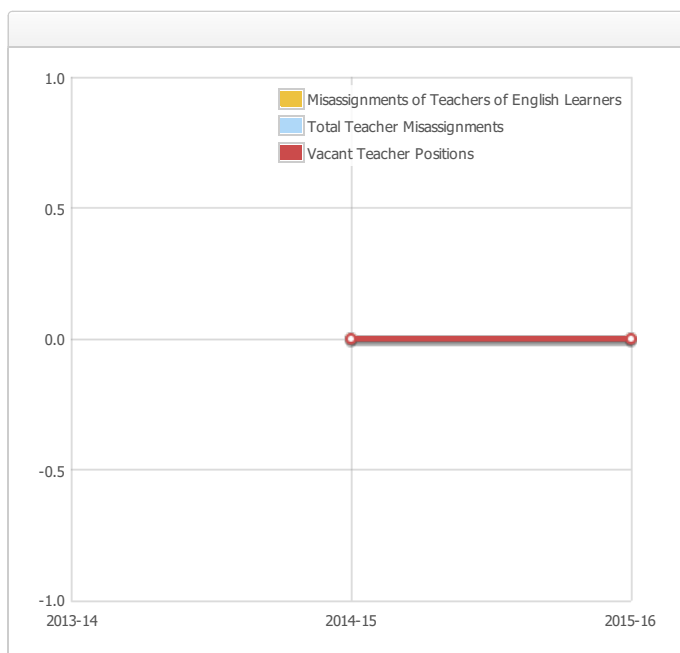
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential		25	31	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/26/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/26/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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

School Facility Conditions and Planned Improvements - Most Recent Year

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

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

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

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

Last updated: 1/26/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The HS plans to add a drain pipe that will go from the restrooms to basement. The MS does quarterly maintenance on all areas.
Interior: Interior Surfaces	Good	No repair needed at this time at HS. The MS does daily maintenance, and monthly walk throughs of all interior surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	No repair needed at this time at HS. The MS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester.
Electrical: Electrical	Good	No repair needed at this time for both HS/MS MS does an annual electrical test during fall semester.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The HS plans to remodel a restroom on second floor of the building. MS building was renovated two years ago, restrooms are cleaned three times a day and as needed.

Safety: Fire Safety, Hazardous Materials	Good	No repair needed at this time at HS. MS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed.
Structural: Structural Damage, Roofs	Fair	No repair needed at this time at HS. MS is working with landlord to have minor repairs done to roof.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The HS will be doing routine maintenance on boundary structures, i.e fences MS does a daily cleaning, and a monthly site walk-through.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/29/2016

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], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	17.0%	25.0%	33.0%

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

Last updated: 1/29/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	91	98.9%	30.0%	41.0%	26.0%	3.0%
Male	92	47	51.1%	32.0%	49.0%	13.0%	6.0%
Female	92	44	47.8%	27.0%	32.0%	41.0%	0.0%
Black or African American	92	1	1.1%	--	--	--	--
American Indian or Alaska Native	92	3	3.3%	--	--	--	--
Asian	92	3	3.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	92	71	77.2%	31.0%	39.0%	28.0%	1.0%
Native Hawaiian or Pacific Islander	92	1	1.1%	--	--	--	--
White	92	4	4.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	92	82	89.1%	32.0%	41.0%	26.0%	1.0%
English Learners	92	14	15.2%	86.0%	7.0%	7.0%	0.0%
Students with Disabilities	92	11	12.0%	82.0%	18.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	96	97.0%	33.0%	21.0%	35.0%	10.0%
Male	99	47	47.5%	43.0%	19.0%	32.0%	6.0%
Female	99	49	49.5%	24.0%	22.0%	39.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	99	1	1.0%	--	--	--	--
Asian	99	9	9.1%	--	--	--	--
Filipino	99	0	0.0%	--	--	--	--
Hispanic or Latino	99	81	81.8%	32.0%	23.0%	37.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	99	1	1.0%	--	--	--	--
Two or More Races	99	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	99	88	88.9%	34.0%	19.0%	36.0%	10.0%
English Learners	99	21	21.2%	71.0%	24.0%	5.0%	0.0%
Students with Disabilities	99	7	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	103	99.0%	19.0%	42.0%	33.0%	6.0%
Male	104	42	40.4%	14.0%	45.0%	38.0%	2.0%
Female	104	61	58.7%	23.0%	39.0%	30.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	104	2	1.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	104	99	95.2%	18.0%	43.0%	32.0%	6.0%
Native Hawaiian or Pacific Islander	104	1	1.0%	--	--	--	--
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	104	92	88.5%	20.0%	40.0%	34.0%	7.0%
English Learners	104	14	13.5%	50.0%	36.0%	14.0%	0.0%
Students with Disabilities	104	7	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	56	91.8%	16.0%	18.0%	39.0%	25.0%
Male	61	27	44.3%	19.0%	22.0%	33.0%	26.0%
Female	61	29	47.5%	14.0%	14.0%	45.0%	24.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	56	91.8%	16.0%	18.0%	39.0%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	61	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	61	56	91.8%	16.0%	18.0%	39.0%	25.0%
English Learners	61	10	16.4%	--	--	--	--
Students with Disabilities	61	5	8.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	92	92	100.0%	55.0%	26.0%	15.0%	3.0%
Male	92	48	52.2%	54.0%	27.0%	15.0%	4.0%
Female	92	44	47.8%	57.0%	25.0%	16.0%	2.0%
Black or African American	92	1	1.1%	--	--	--	--
American Indian or Alaska Native	92	3	3.3%	--	--	--	--
Asian	92	3	3.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	92	72	78.3%	54.0%	31.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	92	1	1.1%	--	--	--	--
White	92	4	4.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	92	83	90.2%	59.0%	27.0%	14.0%	0.0%
English Learners	92	14	15.2%	93.0%	7.0%	0.0%	0.0%
Students with Disabilities	92	11	12.0%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	99	100.0%	55.0%	32.0%	10.0%	3.0%
Male	99	49	49.5%	57.0%	24.0%	16.0%	2.0%
Female	99	50	50.5%	52.0%	40.0%	4.0%	4.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	99	1	1.0%	--	--	--	--
Asian	99	9	9.1%	--	--	--	--
Filipino	99	1	1.0%	--	--	--	--
Hispanic or Latino	99	83	83.8%	55.0%	37.0%	7.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	99	1	1.0%	--	--	--	--
Two or More Races	99	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	99	90	90.9%	56.0%	33.0%	9.0%	2.0%
English Learners	99	21	21.2%	90.0%	10.0%	0.0%	0.0%
Students with Disabilities	99	7	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
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- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	103	99.0%	59.0%	28.0%	8.0%	5.0%
Male	104	42	40.4%	50.0%	40.0%	5.0%	5.0%
Female	104	61	58.7%	66.0%	20.0%	10.0%	5.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	104	2	1.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	104	99	95.2%	59.0%	29.0%	7.0%	5.0%
Native Hawaiian or Pacific Islander	104	1	1.0%	--	--	--	--
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	104	92	88.5%	60.0%	27.0%	8.0%	5.0%
English Learners	104	14	13.5%	79.0%	21.0%	0.0%	0.0%
Students with Disabilities	104	7	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	56	91.8%	45.0%	21.0%	25.0%	4.0%
Male	61	26	42.6%	46.0%	23.0%	27.0%	0.0%
Female	61	30	49.2%	43.0%	20.0%	23.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	56	91.8%	45.0%	21.0%	25.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	61	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	61	56	91.8%	45.0%	21.0%	25.0%	4.0%
English Learners	61	10	16.4%	--	--	--	--
Students with Disabilities	61	5	8.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41.0%	54.0%	52.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	52.0%
Male	69.0%
Female	39.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	52.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	54.0%
English Learners	28.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

Career Technical Education Participation (School Year 2014-15)

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: 1/29/2016

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

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	44.1%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

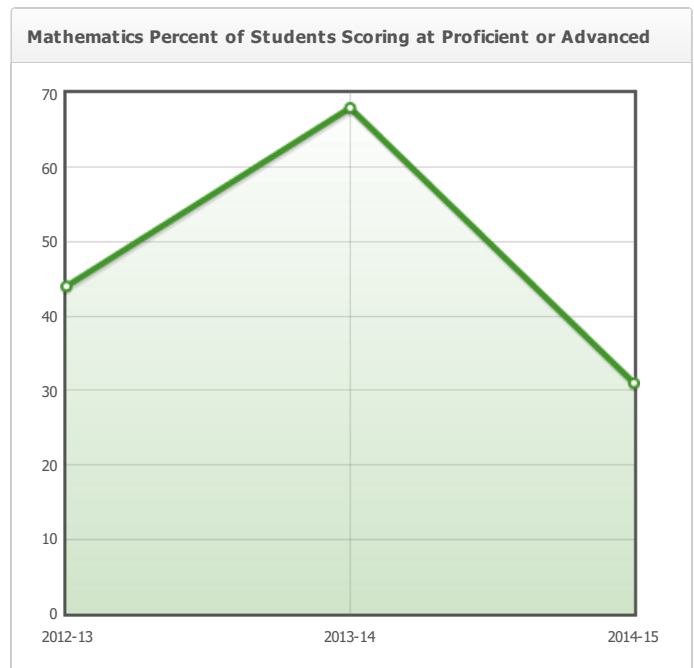
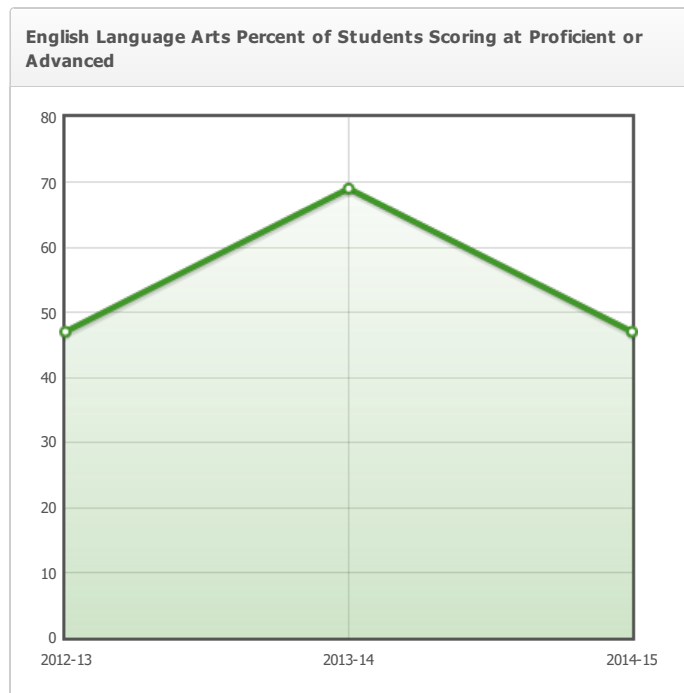
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	47.0%	69.0%	47.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	44.0%	68.0%	31.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

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



Last updated: 1/26/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	53.0%	32.0%	15.0%	69.0%	29.0%	2.0%
Male	52.0%	23.0%	26.0%	59.0%	38.0%	3.0%
Female	54.0%	43.0%	4.0%	79.0%	21.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	53.0%	31.0%	16.0%	68.0%	30.0%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	54.0%	30.0%	16.0%	70.0%	29.0%	2.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 1/26/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	36.7%	27.6%	22.4%
9	10.1%	23.2%	14.5%

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

Last updated: 1/26/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

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

State Priority: Pupil Engagement

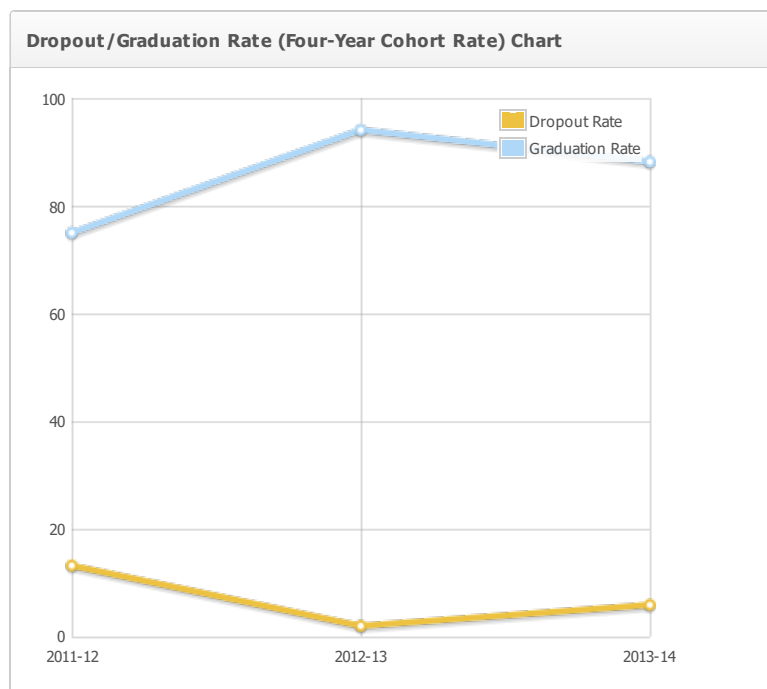
Last updated: 1/29/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	13.2%	2.0%	5.9%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	75.00	94.10	88.20	66.60	68.10	70.20	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	97	88	84
Black or African American	0	86	76
American Indian or Alaska Native	0	87	78
Asian	0	94	92
Filipino	96	92	96
Hispanic or Latino	86	88	81
Native Hawaiian or Pacific Islander	100	92	83
White	88	91	89
Two or More Races	86	92	82
Socioeconomically Disadvantaged	87	89	81
English Learners	94	32	50
Students with Disabilities	92	74	61
Foster Youth	--	--	--

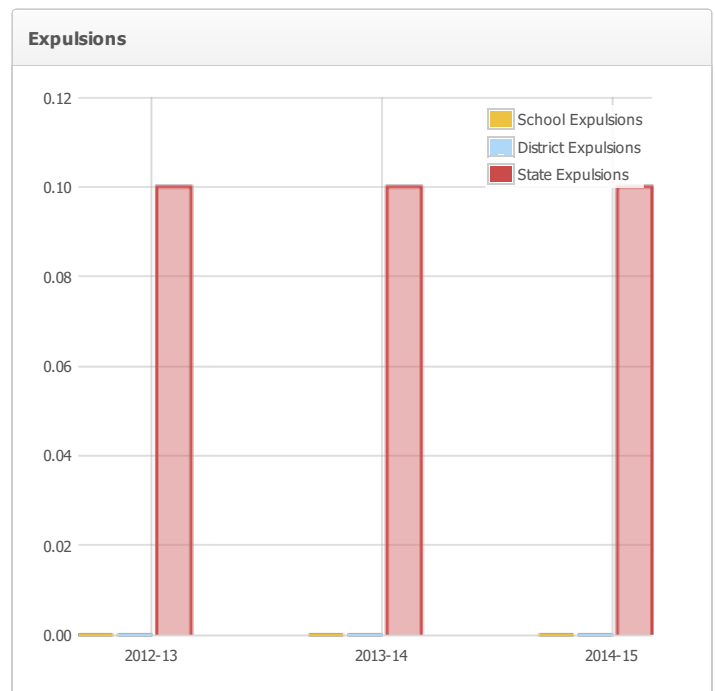
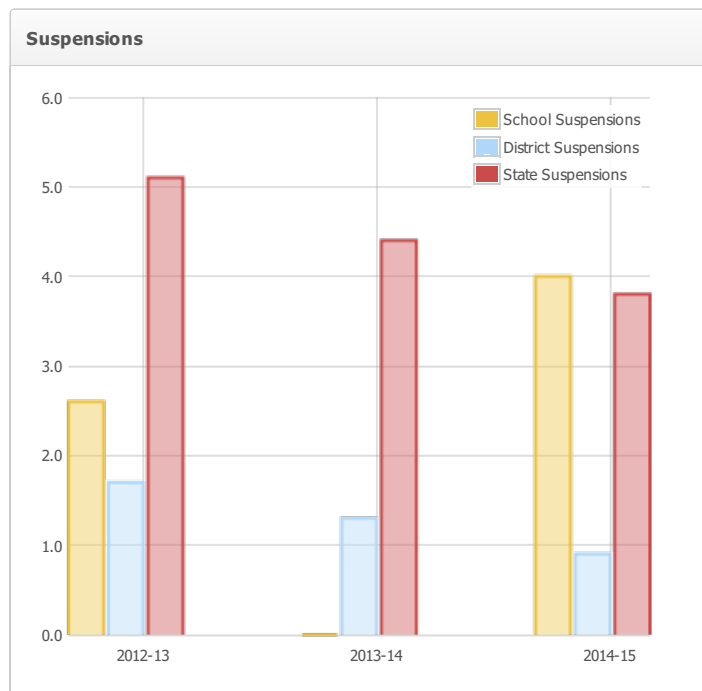
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.6	0.0	4.0	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2016

School Safety Plan - Most Recent Year

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the rest of this Emergency Plan. The principal or designees, as the Incident Commander, is called at this point and will decide what to do based on the situation. There are basic safety procedures, which can be utilized in responding to various emergencies:

- Duck, Cover and Hold (earthquake, explosion)
- Evacuation (fire, explosion, hazardous material release, post earthquake)
- Walking to an off-campus location (Middle School Campus)
- Directed Transportation (when a bus is required to leave the area)
- Shelter-in-Place "LOCK DOWN" (hazardous material release, gunfire, sniper, storms)
- Drop flat to the ground – "hit the deck" (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system utilizes designs that may be applied to any emergency. It's based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS) the school will be linked to other responsible agencies in an integrated fashion.

PURPOSE

This plan is designed to provide a framework for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements. In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

A SAFE AND ORDERLY ENVIRONMENT CONDUCIVE TO LEARNING

Los Angeles Leadership Academy has developed strategies and procedures to ensure a safe and orderly environment conducive to learning that includes all staff will be given a Los Angeles Leadership Academy Procedures Handbook. It will be given out and reviewed in an in-service prior to the first day of instruction. The handbook outlines the following areas:

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

Smoke-free Policy

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

Telephone

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

Visitors

Parents, volunteers and visitors are welcome to visit the school. All entrances to the school, except the closest entrance to the main office, will be locked during the school day (8:15 am to 3:45 pm). Visitors are asked to enter through the front door and sign in at the office upon arrival. All visitors will be given a visitor badge to be worn or shown if requested by school personnel. Visitors are asked to sign out at the office when leaving the campus. To provide for the safety of all students and to limit classroom interruptions, any communications during the school day between parents and their children (such as dropping off books, homework, lunches, etc.) must be conducted at the school office rather than the classroom door. School personnel will arrange for messages or deliveries to be made to classroom at appropriate times. An adult must accompany children visiting the school who are not enrolled in the school. ALL STAFF ARE HELD

RESPONSIBLE FOR STOPPING UNKNOWN PEOPLE WHO ARE NOT WEARING A BADGE AND ASKING THEM TO GO TO THE OFFICE.

ACTION PLAN: CHAIN OF COMMAND

1. Principal-

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

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

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

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

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

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

ACTION PLAN: CHAIN OF COMMAND

1. Principal

2. Assistant Principal

3. Secretary/Admin Designee

4. Office Manager

5. Staff/teachers/parents

Pupils Leaving School -No child is permitted to leave the school during the school day without permission of the parent/principal/designee

-Because it is much safer, it is mandatory that parents come to the office in person to take children out of school early. Children will only be released to their parent/guardian or people whose names appear in their emergency card (no exceptions)

PARENT/GUARDIAN INFORMATION

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

Route To and From School

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

Class Visitation

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

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

During normal school hours our school has one walking entry gate (Griffin Avenue). Students may arrive at school at 7:45 am. Students will go into the first floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day. The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled. The school day ends at 2:45 pm (2:30 pm for Kindergarten) on Mondays, Tuesdays, Thursdays and Fridays. On Wednesday school dismissal is at 1:30 pm (1:15 pm for Kindergarten) for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule. All staff members and parent volunteers monitor the safe exit of students. The 2nd-5th grade students will exit through the Griffin Ave. gate (front of the school), and Kinder & 1st grade will exit through the Ave 28 gate. Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

LEVELS OF EMERGENCIES

Emergencies are described by one of the following three levels:

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

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

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

AUTHORITIES AND REFERENCES

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

PLAN IMPLEMENTATION

The Plan will be:

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

PLANNING HAZARD ASSESSMENT

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

STAFF ORIENTATION/TRAINING

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

FACULTY AND STAFF

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

SPECIAL EDUCATION

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

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

INSTRUCTIONAL MATERIALS AND TOOLS AND PROFESSIONAL DEVELOPMENT

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

LEARNING ENVIRONMENT

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

DRILLS

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

EVACUATION ROUTES

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

PARENT COMMUNICATION/RESPONSIBILITY

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

SUPPLIES AND EQUIPMENT

Disaster supplies and equipment are maintained as follows:

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

EMERGENCY CARDS

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

COMMUNICATIONS

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that

telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

EMERGENCY ACTIONS

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught what their actions are when the following EMERGENCY ACTIONS are implemented:

- All Clear
- Evacuation
- Lockdown/Secure Building
- Hit the Deck - Drop and Cover
- Duck, Cover and Hold On

EMERGENCY PREPAREDNESS PROCEDURES

This Plan establishes procedures to be followed which will nullify or minimize the effects of the nine emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency. The emergencies outlined in this Plan are:

- Bomb Threat
- Chemical Accident
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion for each emergency
- Fire
- Irrational Behavior
- Loss of Utilities
- Rabid Animal/Animal Disturbance

RESPONSIBILITIES

Principal Or Designee

Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan. Good judgment, based upon the facts available in any emergency situation, is of paramount importance. This Plan should not be considered as a restriction to judgmental prerogatives.

Office Staff

Provide assistance to principal by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

Teachers

Assess situation and remain calm. Calm, direct and give aid to the students. Assist seriously injured students if possible. Take the appropriate action in each case. Keep a record of location of all students at all times. Be alert for latent signs of injury/shock in all students. Keep Emergency folder with updated list of students and emergency contact numbers.

Custodians/Maintenance People

Examine buildings and plant for damage, and provide damage control. Keep principal informed of condition of school. Assist as directed by the principal.

EMERGENCY TEAMS

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to ensure everyone is safe.

The Emergency Teams Sections outlined in this Plan are:

Command Section

Incident Commander Safety Officer Public Information Officer Liaison Officer

Operations Section

Operations Chief Site facility Check/Security Search and Rescue Team Search and Rescue Team Leader Medical Team Medical Team Leader Student Care Student Release

Logistics Section

Logistics Chief Staffing Communication

Finance/Administration Section

Finance/Administration Chief Purchasing

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency.

Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:

- Requesting the principal or designee to fill any vacancies on the team;
- Arranging for the training of new members and alternates;
- Ensuring that necessary supplies and equipment are maintained;
- Recommending purchase of necessary supplies and equipment to the principal or designee;
- Conducting annual meetings with team members to validate or update procedures;
- Attending annual meetings with other team leaders and the principal or designee;
- Determining where and under what conditions the team will meet during emergencies;
- Coordinating team activities during an actual emergency.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

PERSONAL PREPAREDNESS

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- Know and complete those assignments for which they are assigned.
- Have the confidence that they have prepared their students to deal with emergencies. The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

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 Secretaries and Office Staff

1. Phase I Responsibilities (first ten minutes):

- Immediately transmit information regarding the emergency to the Incident Commander (IC).
- When directed, call 911 or local police dispatcher.
- Initiate an Event Log recording when notifications are made, to whom, and a brief description of activity.
- If appropriate, turn off the bell system.
- Assist with the implementation of the School Emergency Response Plan.
- If visitors and/or students are in the office when the emergency is declared, arrange for their removal to a safe area outside the Command Post.
- If there is more than one telephone line for incoming telephone calls, place one of the lines on "hold" to ensure the availability of an open telephone line for out going calls.
- Assign a person to answer the telephone and to maintain a log of all incoming calls.

2. Phase II Responsibilities (Next fifty minutes):

- Assist in coordinating IC's response to the emergency.

- Make the "Visitor Log" available to the Search Team Coordinator to assist in the accountability of visitors.
- When directed, update the Charter Board on the status of the emergency.
- Provide directory information for notification to families of injured students and/or staff.
- Keep IC apprised of any new information.
- Keep the Event Log up to date.
- In the event the building is evacuated, take copies of parent and staff notification phone numbers and addresses (if available).

3. Phase III Responsibilities (Rest of the first day):

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

4. Phase IV Responsibilities (Subsequent days):

- Maintain the Event Log.
- Respond to incoming calls.
- Assist in calling for substitute teachers if needed.
- Assist in calling parents of absent children.
- Keep IC advised of any changes.
- Assist in establishing schedules for counseling if required.
- Perform such other duties as may be directed by the IC.

Lock-Down Procedures Checklist For Principal/Incident Commander (IC)

Always assume the information is correct.

1. Summon Help:

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

2. Conduct an Immediate Assessment:

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

3. Alert School Staff and Students of the Emergency:

- Fire – Sound Fire Alarm and evacuate the building.
- Severe Weather Condition – Sound established signal. (verbal command)
- Lock Down – No Response – Verbal command - No one moves in the school until the police arrive on the scene. The situation involves one of the three following conditions: a). gunman in the school b). shots being fired c). a hostage situation
- Lock Down - Response – Verbal command -Activates the School Emergency Response Team. o Shelter-in-Place – Verbal command – Secures campus, activates School Emergency Response Team, shelters community members.
- Duck, Cover, and Hold On – Verbal Command

4. Implement Appropriate Emergency Response Plan:

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

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

- Keep responding units updated on the situation.
- Assemble witnesses and victims for the authorities.
- Brief responding units once on the scene.
- In concert with responding police/fire/medical Officials, determine next steps to be taken.
- Notify parent(s) or guardian of injured/missing student(s).
- Coordinate school response – On-site, off-site, and the Charter Board response.

6. Main Office/Command Post is Taken Hostage:

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

7. Stand Down Procedures:

- In concert with the police site commander, signal an "All Clear".
- Direct SERT member(s) to assist with parents wanting to either see their child or wanting to remove their child from school.
- Prepare a written press release with the assistance from the Charter Board.
- Adjust the school schedule to deal with the lost time.

8. Recovery and Follow-up Activities:

- Meet with SERT and critique the effectiveness of the Team's response.
- Determine the needs for the following day(s).
- Conduct emergency staff meeting at end of first day.
- Visit the affected students/staff and their families.

Last updated: 2/1/2016

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 2014-15)

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

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	20.0	10	8	23.0	1	18	2	24.0		16		
Other												

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

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	9	8		20.0	15	3		20.0	9	5	
Mathematics	21.0	13	12		22.0	8	14		23.0	9	17	
Science	21.0	7	7		22.0	7	4		20.0	9	3	
Social Science	23.0	8	11		23.0	6	10		24.0	5	13	

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

Last updated: 1/26/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	225.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

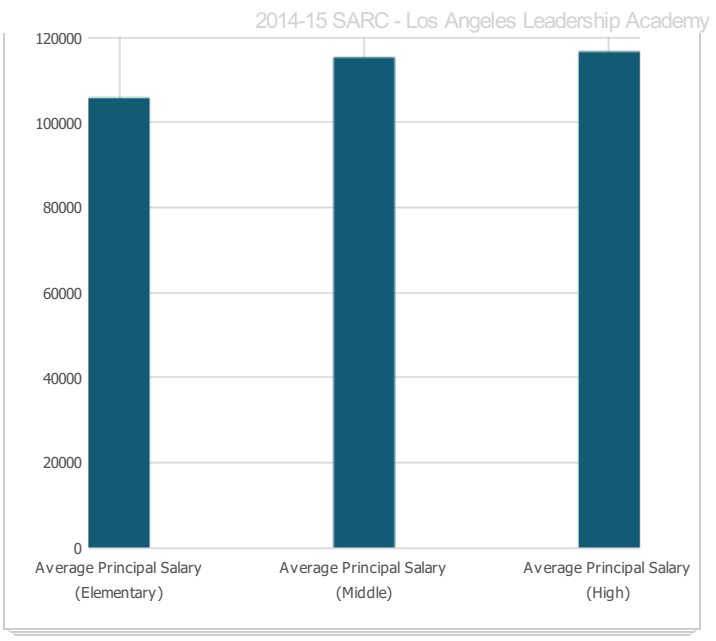
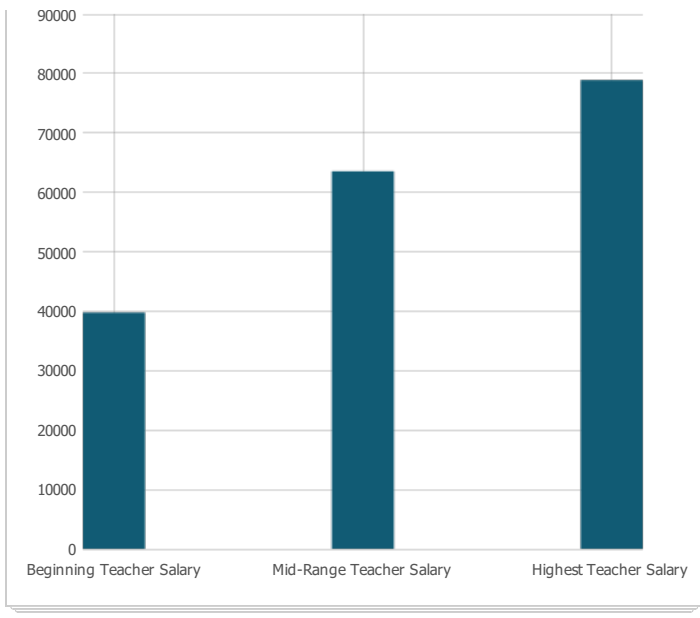
1. Aptus – speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents. FREE
3. Children’s Institute – individual and group counseling. FREE
4. Speech and Debate-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

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
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: 1/29/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	5	0.9%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/26/2016

Professional Development – Most Recent Three Years

LA Leadership Academy (High School and Middle School) provides seven Professional Development days. Major areas of focus for PD were Common Core implementation, NWEA training, Mind Up training, Next Generation Science Standards (NGSS), Focus on math with multiple PD days used to develop and expand the math curriculum, ICONSPD to help staff develop the use of ICONS in the classroom, Differentiation, AP Teacher Requests, Review of student achievement data as measured by internal assessments in all subject areas and using Accelerated Reader as an assessment of student Lexile levels. PD also focused on the 4 C's of Common Core: Collaboration, Critical Thinking, Communication, and Creativity. Differentiation using Sandra Kaplan's Depth and Complexity Icons, and issues in adolescent development. PD was delivered through weekly after-school workshops, quarterly Pupil-Free Days, and through teacher conference attendance specific to content area. Teacher mentoring by Principal and Assistant Principal (Admin Team) and Mentor teachers in their content and/or grade level teams.

Last updated: 2/1/2016