

# LA's Promise Charter High School #1

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

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



### Gina Lutcher, Principal

Principal, LA's Promise Charter High School #1

#### About Our School

Dear Sabertooth Families,

My name is Gina Lutcher and I am so excited to introduce myself as the new principal of LA Promise Charter High School #1. I am honored to have been selected to join the LA Promise Fund family, which is known far and wide for its strong presence in our community, but more importantly, for its commitment to our children. Over the past 17 years, I have worked as a teacher, coach, and administrator, but I consider my most important job to be that of a child advocate. I will spend a lot of time with your children, getting to know their personalities, learning styles and interests. I will celebrate their successes, small and large. I will encourage them every day and let them know they are valued and have a special place in our school community.

Not only am I excited to work with your children, but I look forward to working with you. I am a firm believer in the African proverb that states, "It takes a village to raise a child." In order for us to prepare your scholars for college and career success, we must work together as partners.

I am committed to providing our school community with an education and experiences that rival those of more affluent communities. As a school leader, my goal is to help students recognize their potential and assist them in understanding their role in helping to create positive communities by providing quality education that is rooted in the belief, all children can learn at high levels regardless of their zip code. I am committed to proving to members of our community that they do not have to send their children outside of the community for a safe learning environment that prepares students for college and beyond.

I grew up 4 miles from our current location and understand the needs of the community. I am committed to rolling up my sleeves and doing whatever it takes to ensure LA Promise Charter High School #1 is a thriving, effective, competitive, High School beyond the South Los Angeles borders.

Once again, I am so thankful to have the opportunity to bring all that I have experienced and learned with me to your wonderful school community. I look forward to getting to know you and your children. Please stop by to say hello.

Gina Lutcher

Principal, LA Promise Charter High School #1

#### Contact

*LA's Promise Charter High School #1  
1755 West 52nd St.  
Los Angeles, CA 90062-2347*

*Phone: 323-375-5273  
Email: [office@lapchs.org](mailto:office@lapchs.org)*

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	LA's Promise Charter High School #1
<b>Phone Number</b>	(323) 375-5273
<b>Superintendent</b>	Donna Jacobson
<b>Email Address</b>	<a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a>
<b>Website</b>	<a href="http://www.lapchs.org">www.lapchs.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	LA's Promise Charter High School #1
<b>Street</b>	1755 West 52nd St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90062-2347
<b>Phone Number</b>	323-375-5273
<b>Principal</b>	Gina Lutcher, Principal
<b>Email Address</b>	<a href="mailto:office@lapchs.org">office@lapchs.org</a>
<b>Website</b>	<a href="http://www.lapchs.org">www.lapchs.org</a>
<b>County-District-School (CDS) Code</b>	19101990135582

*Last updated: 1/31/2020*

## School Description and Mission Statement (School Year 2019—20)

Our mission is to use the E5F2 model to educate our scholars.

- Engaging Educational Experience.
- Developing Emotional Intelligence.
- Cultivating an Entrepreneurial spirit.
- Inspire creativity in Media and Film.
- Building students to become Financially Literate young adults.

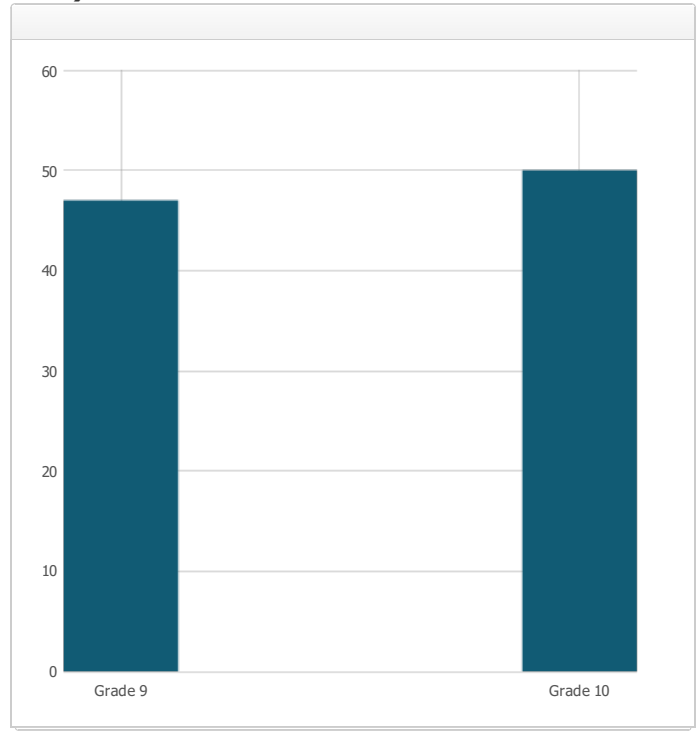
Vision:

Empowering young adults to be independent freethinkers ready for the world.

*Last updated: 1/31/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	47
Grade 10	50
Total Enrollment	97



Last updated: 1/31/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	33.00 %
American Indian or Alaska Native	%
Asian	1.00 %
Filipino	%
Hispanic or Latino	63.90 %
Native Hawaiian or Pacific Islander	%
White	1.00 %
Two or More Races	1.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.60 %
English Learners	23.70 %
Students with Disabilities	22.70 %
Foster Youth	%
Homeless	%

## A. Conditions of Learning

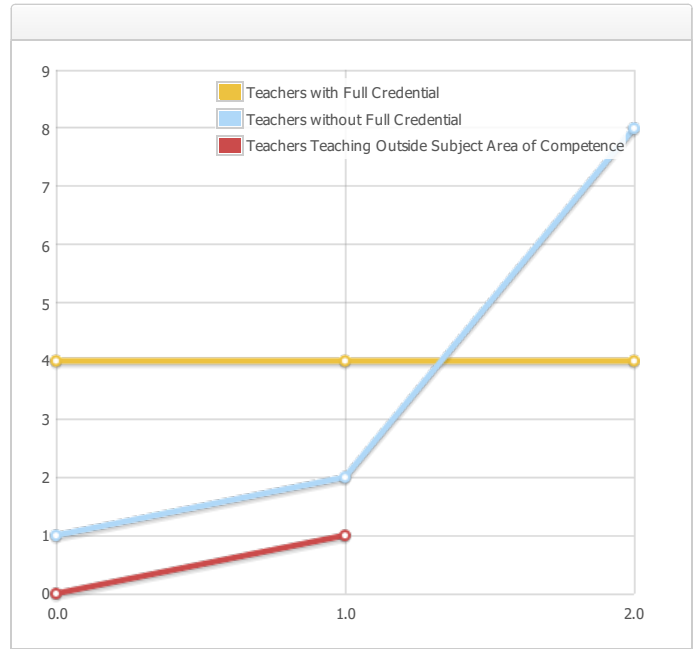
### State Priority: Basic

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

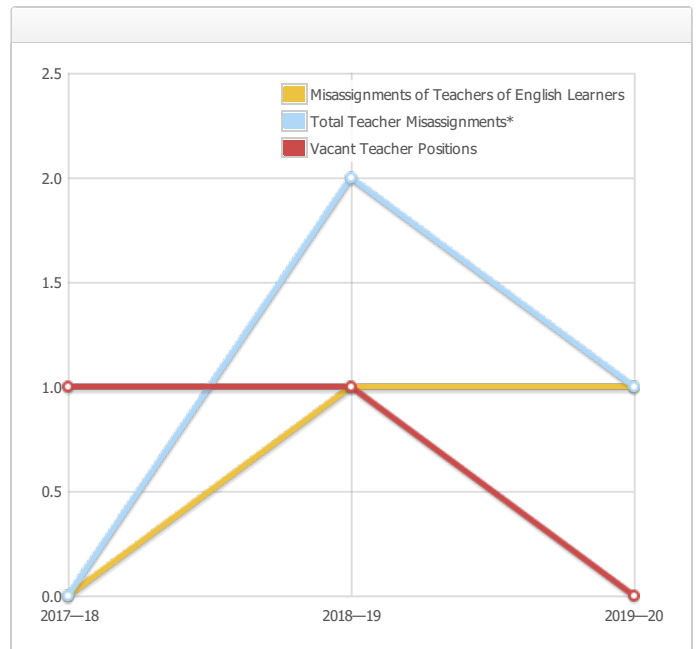
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	4	4	4
Without Full Credential	1	2	8	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1		



Last updated: 2/1/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	1	1	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: 2/1/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>EngageNY Curriculum, Grades 9/10/11</b></p> <p>Houghton Mifflin Harcourt, J.R.R. Tolkien: <b>The Hobbit</b></p> <p>Grand Central Publishing, Harper Lee: <b>To Kill a Mockingbird</b></p> <p>Bedford/St. Martin's, Shea et al.: <b>The Language of Composition: Reading, Writing, Rhetoric, Second Edition</b></p> <p>Peterson's: <b>Master the AP English Language &amp; Composition Exam, Third Edition</b></p> <p><b>Achieve 3000</b></p>	Yes	0.00 %
Mathematics	<p><b>CPM: Core Connections Integrated I</b></p> <p><b>CPM: Core Connections Integrated II</b></p> <p><b>CPM: Core Connections Integrated III</b></p> <p><b>IXL Math</b></p>	Yes	0.00 %
Science	<p><b>STEMscopes: Living Earth</b></p> <p><b>STEMscopes: Chemistry</b></p>	Yes	0.00 %
History-Social Science	<p>TCI: <b>History Alive! World Connections</b></p> <p>DBQ Project: <b>Document Based Questions in American History, Grade 11</b></p> <p>Cengage Learning: <b>A People and a Nation: A History of the United States, Brief 10th Edition</b></p>	Yes	0.00 %
Foreign Language	<p>Huffington Mifflin Harcourt: <b>Spanish Exprésate! Level 1</b></p> <p>Huffington Mifflin Harcourt: <b>Spanish Exprésate! Level 2</b></p> <p>Vista Higher Learning, Cole, Conklin et al.: <b>TEMAS, AP Spanish Language and Culture</b></p>	Yes	0.00 %
Health	Health-Connected: <b>Teen Talk High School</b>	Yes	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2020

## School Facility Conditions and Planned Improvements

LA's Promise Charter High School #1 satisfactorily met all requirements for a facility in good repair in the most recent inspection conducted by the Los Angeles County Office of Education (LACOE) on November 15, 2019.

The school grounds consist of one building built in 1954 with a total of 8 classrooms, one multipurpose room, and an administrative office. The building has an approximate square footage of 11,000 SF with a maximum occupancy of 571. During this most recent facilities inspection, LACOE found all aspects of the grounds satisfactory with no corrective actions needed.

Custodial staff cleans the grounds throughout the day with additional cleaning when required as determined by the Principal and School Business Operations Manager. Any needed repairs or improvements are identified by the Principal and School Business Operations Manager and communicated to LA Promise Fund's Operations team. The Operations team executes any needed repairs or improvements outside school hours, if possible, for safety reasons.

*Last updated: 2/1/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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*Last updated: 1/31/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--



# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.20%	13.60%	2.30%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/2020

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

LA Promise Fund believes parents are key stakeholders helping us guide and prepare students within our network for success in college, career, and life. Our signature Promise Parent program is composed of various engagement opportunities for parents/guardians within the Promise network. Our Parent Centers serve as community hubs to provide such opportunities, which include but are not limited to: the Promise Volunteer Program, Promise Parent College, the School2Home workshop series, School Site Council and a diverse offering of academic and empowerment workshops and trainings. Our goal is to continue cultivating a college-going culture in South Los Angeles, by providing pathways to college and career-readiness. For more information contact Monica Cardona, Director of Parent Engagement for LA Promise Fund, at [monicac@lapromisefund.org](mailto:monicac@lapromisefund.org) or (213) 745-4928 ext. 5131.

### State Priority: Pupil Engagement

*Last updated: 1/31/2020*

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

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

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	4.20%	5.00%	--	4.20%	5.00%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	--	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/31/2020*

## School Safety Plan (School Year 2019—20)

LA's Promise Charter High School #1 has a comprehensive safety plan in place. The current Safe School Plan was discussed and reviewed with the School Site Council consisting of various stakeholder groups - school leaders, teachers, parents, students- on 11/13/19 and 1/14/20. The plan is pending final approval by our Schools Committee on February 6, 2020.

The LA's Promise Charter High School #1 School Safety Plan covers, among others, the following elements in detail:

- What to do in case of a fire
- What to do in case of a lockdown
- What to do in case of an earthquake
- What to do in case of a bomb threat
- What to do in case of a medical emergency

Specific instructions for the above scenarios as well as many others are laid out in detail. Additionally, emergency phone numbers, evacuation routes and instructions, building information, designated contacts, and log templates are included.

*Last updated: 2/1/2020*

## **D. Other SARC Information**

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	11.00	12		
Mathematics	14.00	6		
Science	14.00	5		
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	21.00	4	6	
Mathematics	19.00	4	1	
Science	20.00	4	1	
Social Science	20.00	4	1	

\* 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: 1/31/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 2/1/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

\*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: 2/1/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24486.02	\$11507.56	\$12978.46	\$53388.29
District	N/A	N/A	\$12978.46	\$53388.29
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	53.42%	--

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

*Last updated: 2/1/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

LAPCHS #1 developed a positive, college-going culture through academic initiatives and social-emotional learning. A grant through the NOVO Foundation provided a part-time SEL coordinator, and Promise Time Curriculum through Facing History. Multi-Tiered Systems of Support (MTSS) were developed to support the holistic needs of our student population. High quality after school programming is provided through the 7to7 program, teacher sponsored clubs, and outside partnerships. Offerings included film, guitar, Korean Club, gardening, and volleyball. A partnership with the Just Keep Livin' foundation provided healthy cooking and hiking and camping excursions.

The concept of a Community Hub is fulfilled through signature LAPF programs centered around wellness and college access. Mobile health clinics provide low-income families with dental exams, vision screening with subsidized glasses, and immunization. Breakfast in the Classroom combats childhood hunger. College access is realized through Go for College and Promise Parent College. A part-time college counselor plans for presentations, guest speakers, and individual A-G counseling sessions. The school administered the PSAT for sophomores and shared results with students and families. The Fulfillment Fund presented A-G awareness lessons during Promise Time. Every student had the opportunity to visit college campuses across Southern California.

Technology is prevalent across the school, through the 1-1 chrome book initiative. Students are engaged through google classroom, digital curriculum (core and supplemental), online assessments, and credit recovery through the APEX program. students create digital presentations to showcase their learning.

Language arts and math data supports the need for robust intervention. Power Hour builds math and ELA intervention into the school day. Students are grouped by data to address learning needs and close foundational skill gaps. Teachers are provided with time during the professional learning block on early release days, and during pupil-free days, to analyze data and plan for intervention. Achieve 3000 is used for level set reading assessments and to increase student lexile levels. IXL math is a supplemental intervention program for mathematics. Teachers hold office hours to support students with their coursework. The school serves a significant number of special education students and English Learners. ELLs are supported through both designated and integrated ELD. The school executes an inclusion model, and provides an RSP Lab for students whose instructional minutes must be met outside of the general education classroom.

*Last updated: 2/1/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 2/1/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	53