





Historical Profile

Los Angeles Adventist Academy is a fully accredited coeducational K-12 school committed to academic excellence in a nurturing Christian environment where students build noble character, develop exceptional leadership, and render unselfish service. Thirty-eight Seventh-day Adventist churches in the southern tier of metropolitan Los Angeles sponsor the school. The academy operates within the school system of the Southern California Conference of Seventh-day Adventists headquartered in Glendale Ca. Governed under the auspices of the five-state Pacific Union Conference headquartered in Westlake Village.

Established in 1923, the school relocated when construction of its present site was completed in 1946. It subsequently eliminated Grades 9-12 and operated as a K-8 school from 1955-1993. Service was restored to a full K-12 status in 1993 when secondary operations from the former Lynwood Academy transferred to the Los Angeles campus as a result of an eminent domain seizure of the Lynwood property.

Curriculum conforms to national, state, and denominational standards by means of instruction that combines the best of tradition with sound innovative practice. The academy is accredited by the Seventh-day Adventist North American Division Commission on Accreditation and by the Western Association of Schools and Colleges (WASC). This accreditation status facilitates an efficient transfer of credits to Seventh-day Adventist schools and other secondary schools, colleges, and universities--both public and private.

Seventh-day Adventist schools comprise the world's largest Protestant educational system and are recognized around the globe for exemplary education. Annual statistics indicate that over 80 percent of Los Angeles Academy graduates finish college or university and subsequently enter service-oriented professions. The academy is also known as the former school of four distinguished college presidents.

Because Los Angeles Adventist Academy appreciates every student as being unique and of inestimable value, the school offers quality Christian education without regard to race, religion, national origin, or gender. The academy is established on the principle of God as Creator and human beings as His accomplished masterpieces who are capable of reaching their highest potential as contributing members of society. The school is also founded on the premise that all true knowledge and wisdom come from God whose plan for building Christian character involves the harmonious development of the mind (*mens*), body (*corpus*), and spirit (*spiritus*). The academy program therefore seeks to fulfill its basic belief that the Lord grants knowledge and wisdom for use in service, which embraces both this world and the world to come.

The academy has served the Los Angeles community throughout its history with caring, credentialed teachers and continues to maintain a reputation of distinction in the community for longevity of Christian service and accomplishment. Countless alumni from every walk of life including ministry, medicine, law, education, business, engineering, and trades represent over 85 years of the Los Angeles Adventist Academy tradition.

Campus Facilities

Los Angeles Adventist Academy is situated on a ten-acre campus that makes provision for a full K-12 educational program. The physical plant includes three permanent buildings along with five modular structures that contain twenty classrooms, two libraries, a science lab, and two computer labs. In addition to classrooms, the buildings house an administrative office suite, an auditorium, and a cafeteria. A multi-purpose gymnasium containing four secondary classrooms, shower rooms, and a kitchen was completed in 2002. This pavilion offers an inviting venue for athletic events, academic fairs, and community programs. The grounds also include track and athletic fields, basketball courts, a full-regulation tennis court, and elementary play areas. One of the primary-level classrooms was set aside in 2006 for a preschool, which operates independently from the K-12 program.

Guiding Principles of the Academy

Purpose

Los Angeles Adventist Academy exists to accomplish a fundamental scriptural directive, which clearly mandates
“And all thy children shall be taught of the Lord . . .” Isaiah 54:13

Philosophy

Los Angeles Adventist Academy is established on the principle of God as Creator and human beings as His accomplished masterpieces who are capable of reaching their highest potential as contributing members of society. The school is also founded on the premise that all true knowledge and wisdom come from God whose plan for building Christian character involves the harmonious development of mind, body, and spirit. The academy program therefore seeks to fulfill its basic belief that the Lord grants knowledge and wisdom for use in service, which embraces both this world and the world to come.

Mission

Los Angeles Adventist Academy is committed to academic excellence in a nurturing Christian environment where students build noble character, develop exceptional leadership, and render unselfish service.

Goals

Los Angeles Adventist Academy students are expected to glorify God through excellence with increasing joy and satisfaction derived from dedicated service as:

- Positive, maturing Christians
- Confident, effective communicators
- Critical thinkers and problem-solvers
- Responsible, productive citizens
- Self-directed, lifelong learners

Covenant

Los Angeles Adventist Academy holds a sacred covenant with its churches to educate constituent students who apply. The school has also developed a commitment to educate students from the local community who demonstrate attributes of maturing Christian character, positive attitudes toward school, active engagement in classroom learning, and personal confidence in their ability to experience progress. Consequently, the school is convinced that every student who so desires should be granted the opportunity to receive a quality Christian education. The academy therefore willingly accepts highly motivated students with wide-ranging learning profiles as long as individual growth and progress are continual. This is possible because the school is blessed with a dedicated faculty who will do whatever it takes to help all students pursue their highest potential as learners and contributors. Growth and progress typically occur as inspirational personnel remind students that they were created with everything they need to succeed. Consequently, students are expected to model Luke 2:52 *“And Jesus grew in wisdom (intellectually) and stature (physically) and in favor with God (spiritually) and man (socially).*

Basic Institutional Expectations

Focus on Learning

- ! Students are expected to become positive, maturing Christians
- ! Students are expected to become confident, effective communicators
- ! Students are expected to become critical thinkers and problem-solvers
- ! Students are expected to become responsible, productive citizens
- ! Students are expected to become self-directed, lifelong learners

Focus on Character

- ! Students are to demonstrate that they respect and reverence God
- ! Students are to demonstrate that they respect and protect themselves
- ! Students are to demonstrate that they respect and protect others
- ! Students are to demonstrate that they respect and protect time and property
- ! Students are to demonstrate that they respect and serve the community

Focus on Wisdom

- ! Students are to conclude that the Lord grants knowledge and wisdom for use in service
- ! Students are to conclude that the Golden Rule is the foundation of healthy relationships
- ! Students are to conclude that Christians are loving, caring, and forgiving people
- ! Students are to conclude that human beings choose their own happiness or their own misery
- ! Students are to conclude that the joy of service embraces this world and the world to come

*And all thy children shall be taught of the Lord . . .
Isaiah 54:13*

ESLRs

EXPECTED SCHOOLWIDE LEARNING RESULTS

Los Angeles Academy students are expected to become positive, maturing Christians who . . .

- a. Reflect God's love through a trusting, transforming faith relationship with Jesus Christ
- b. Integrate biblical and theological literacy into a lifestyle built on ethical and moral principles
- c. Develop an active prayer life anchored in the PACT - Praise, Ask, Confess, Thank
- d. Build on God-given potential for developing balanced mental, physical, and spiritual health
- e. Form lifelong friendships with fellow Christians who share a faith-based value system

Los Angeles Academy students are expected to become effective communicators who . . .

- a. Experience success as respectful, confident users of the English language
- b. Demonstrate an increasing ability to listen, question, interpret, and respond appropriately
- c. Read with fluency and comprehension a wide variety of informational and literary works
- d. Express themselves clearly and correctly in oral, written, and visual communication
- e. Integrate basic life skills and technological applications into relevant areas of communication

Los Angeles Academy students are expected to become critical thinkers and problem-solvers who . . .

- a. Utilize prior knowledge to connect previous learning with newly discovered information
- b. Apply intellectual curiosity to a growing body of scientific, mathematical, and historical knowledge
- c. Exhibit an ability to understand, interpret, evaluate, and synthesize information and ideas
- d. Use higher order cognitive skills to analyze and solve problems in a systematic and logical manner
- e. Collaborate with peers in transferring and applying basic academic principles to real world situations

Los Angeles Academy students are expected to become responsible, productive citizens who . . .

- a. Acknowledge the dignity and worth of themselves and others through practice of the Golden Rule
- a. Participate intelligently, respectfully, and honorably in a democratic society
- a. Establish reciprocal and amicable relationships with people of diverse cultures
- a. Engage as participants and leaders in activities and projects designed for the improvement of society
- a. Incorporate into daily living productive stewardship for time, property, resources, and safety

Los Angeles Academy students are expected to become self-directed, lifelong learners who . . .

- a. Seek God's purpose for their lives and commit to a life of service to Him and to humanity
- b. Explore service-oriented career options and develop awareness of specific educational requirements
- a. Celebrate and communicate the beautiful in God's creation as well as in creative human expression
- d. Adapt successfully to changing situations, ideas, and technologies in everyday life
- e. Glorify God through excellence in character, scholarship, leadership, and service

Elementary Program of Studies

The basic elementary curriculum includes the required concepts, skills, content, and values for each subject offered. This curriculum has been derived from national standards, NAD curriculum guides, and adopted textbook resources combined with data on student achievement. Integrated curriculum is typically delivered by means of classroom instruction, group problem-solving, and independent assignments. These practices are further enriched by means of expanded reading and research, educational field trips, guest presenters, creative projects, integrated technology experiences, fine arts programs, public performances, leadership training, athletic events, and community service opportunities. The thematic K-2 curriculum is also supported with learning activity centers utilized when teachers are engaged with small groups for specialized instruction.

Kindergarten

Bible Stories
Phonemic Awareness
Pre-Reading, Reading
Language Development
Mathematics
Science-Health
Social Studies
Fine Arts
Computer Awareness
Physical Education

Grades 1-4

Bible Narratives
Phonics/Word Study
Reading/Language Arts
Mathematics
Science-Health
Social Studies
Art
Music
Computer Activities
Physical Education

Grades 5-8

Bible Study
Reading/Research
Language Arts
Mathematics
Science-Health
Social Studies
Art
Music
Computer Education
Physical Education

Homework

Homework is required to help students become self-directed, lifelong learners and is assigned Monday through Thursday not only to strengthen academic achievement but also to encourage student independence, self-discipline, time-management, and self-confidence. The grade level multiplied by 10 is the system-wide guideline for homework in Grades 1-8. Additionally, self-initiated recreational reading is expected at all grade levels. Weeknight recommended bedtimes are: Grades 1-2 (7:30), Grades 3-4 (8:00), Grades 5-6 (8:30), Grades 7-8 (9:00).

Assessment of Learning

Student learning is monitored daily by means of classroom discussion, graded assignments, and quizzes while long-range progress is monitored by means of special projects and major tests. Interim reports are issued during the fifth week of each quarter to inform parents of mid-quarter progress. Grade reports are issued at the close of each nine-week period to inform parents of quarterly progress. Final grades are issued at the close of each semester. Annual standardized tests are administered in September as a means of analyzing individual and class progress in academic achievement. These tests compare student performance in the basic skills to national norms in reading, language, mathematics, science, social studies, and reference materials. Test results are analyzed during November parent conferences when progress goals for character and academic development are established.

Parent Conferences

Two formal parent/teacher/student conferences are scheduled each school year to exchange the mutual insight needed for helping students pursue their highest potential as learners and contributors. All parents are expected to attend the November conference to discuss progress and goals for the year. Conferences are required in April for parents of those students who are candidates for grade level retention. Additional conferences are scheduled as needed throughout the school year and may be requested by the student, parent, teacher, or principal.

Secondary Program of Studies

Freshman Year

Religion I
English I
Algebra I
Physical Science
Geography/Health
Keyboarding/Computer Literacy
Physical Education
Community Service

Sophomore Year

Religion II
English II
Geometry
Biology/Lab
World History
Spanish I
Physical Education
Community Service

Junior Year

Religion III
English III
Algebra II
Chemistry/Lab
United States History
Spanish II
Physical Education
Work Experience
Community Service

Senior Year

Religion IV
English IV
United States Government
Economics
Career Education
Consumer Education
Work Experience
Community Service

Honors Courses

Honors English III
Honors English IV
Honors Spanish III
Honors United States History

Elective Courses

Anatomy and Physiology/Lab
Physics/Lab
Pre-Calculus or Calculus
Business Education/Accounting
Computer Applications
Technology Education
Art Appreciation
Music Appreciation
Chorale
Drama
Journalism
Photography
Yearbook Production

Basic English may be required prior to enrollment in English I.

Pre-Algebra may be required prior to enrollment in Algebra I.

Science requirements for graduation include at least one laboratory science course.

Life Skills choices include business education, computer science, or technology education.

Driver Education is available as an elective to students who are at least 15 years of age.

Elective Courses are offered at times on an alternation schedule.

Graduation Eligibility

Diplomas are granted to students who (1) have been in attendance at Los Angeles Academy for at least the final semester of the school year prior to graduation (2) have demonstrated ninth grade proficiency or higher in reading, English, and mathematics as determined by standardized testing at any point in their schooling (3) have received passing grades in required courses (4) have completed a religion course for each year in attendance at any Seventh-day Adventist school (5) have completed at least one laboratory science course (6) have completed 100 hours of volunteer community service based on a minimum of 25 hours per school year (7) have completed 100 hours of work experience either on- or off-campus (8) have maintained satisfactory grades in citizenship and attendance.

Differentiated Diplomas

The academy offers differentiated diplomas including certificates of completion for students who qualify for social promotion. General, college prep, and honors diplomas are also awarded.

Requirements for the General Diploma *(with a minimum competency of 9th grade)*

..... Religion	40 units
..... English	40 units
..... Mathematics	20 units
..... Science	20 units
..... Social Studies	30 units
..... Health	5 units
..... Physical Education	30 units
..... Fine Arts	5 units
..... Technology	10 units
..... Life Skills	10 units
..... Career Ed/Consumer Ed	5 units
..... Work Experience	5 units
..... Community Service	0 units
..... Elective Courses	20 units
..... Required Credits	240 units

Requirements for the College Prep Diploma *(with a minimum competency of 10th grade)*

Religion	40 units
English	40 units
Mathematics	30 units
Laboratory Science	30 units
Social Studies	30 units
Modern Language	20 units
Health	5 units
Physical Education	30 units
Fine Arts	20 units
Technology	10 units
Life Skills	10 units
Career Ed/Consumer Ed	5 units
Work Experience	5 units
Community Service	0 units
Required Credits.....	275 units

Requirements for the Honors Diploma (*with two or more online advanced placement courses completed*)

Religion	40 units
English	40 units
Mathematics.....	40 units
Laboratory Science.....	30 units
Social Studies	30 units
Modern Language	30 units
Health.....	5 units
Physical Education	30 units
Fine Arts	20 units
Technology.....	10 units
Life Skills	10 units
Career Ed/Consumer Ed	5 units
Work Experience	5 units
Community Service	0 units
Required Credits.....	295 units

Academic Distinction

Seniors who graduate with academic distinction are recognized for the following achievements:

<i>Highest Honors</i>	<i>4.00 or above</i>
<i>High Honors</i>	<i>3.50 - 3.99</i>
<i>Honors</i>	<i>3.00 - 3.49</i>

Community Service

Because human beings were created to belong and to contribute, students are expected to support their communities through two or more avenues of service each school year. Although no academic credit is available for community service, the joy of volunteerism is essential to spiritual development. Every secondary student has the opportunity to complete a minimum of 25 hours of community service each school year to meet the 100-hour graduation eligibility requirement. The religion teacher provides report forms that are to be signed by work supervisors to verify the service rendered and hours completed. Report packets are then submitted to the registrar's office not later than May 1 for hours to be recorded. Students are encouraged to discover volunteer service opportunities within the school, church, and community. A maximum of five hours of service to relatives per school year will count toward this requirement. Typical avenues of service include options such as:

- Volunteer assistance with school personnel tasks
- Volunteer assistance with on-campus tutoring
- Volunteer assistance with church projects for those in need
- Volunteer assistance with Pathfinder Club programs
- Volunteer assistance with summer day camp activities
- Volunteer assistance with Vacation Bible School
- Volunteer assistance with reading to the blind
- Volunteer assistance at community convalescent centers
- Volunteer assistance at community medical centers
- Volunteer assistance at community businesses
- Volunteer assistance with community improvement projects
- Volunteer fundraisers for local and global service projects

Curriculum Delivery

The basic secondary curriculum includes required concepts, skills, content, and values for each course offered. This curriculum has been derived from national standards, NAD curriculum guides, and adopted textbook resources combined with data on student achievement. The curriculum is typically delivered by means of classroom instruction, group problem-solving, and independent assignments. These practices are further enriched by means of expanded reading and research, educational field trips, guest presenters, integrated technology experiences, creative projects, fine arts programs, public performances, athletic events, leadership training, and community service opportunities.

Textbook Acquisition

Specific textbooks are adopted to organize and describe curriculum. Inquiries may be made at the time of registration regarding textbook acquisition. Students typically purchase pre-owned textbooks from peers who have already completed designated courses, or they may purchase new textbooks online from www.campusi.com.

Assessment of Learning

Student learning is monitored daily by means of classroom discussion, graded assignments, and quizzes while long-range progress is monitored by means of special projects and major tests. Interim reports are issued during the fifth week of each quarter to inform parents of mid-quarter progress. Grade reports are issued at the close of each nine-week period to inform parents of quarterly progress. Final grades are reported at the close of each semester. Standardized tests including PSAT, SAT, and ITED are administered to students in Grades 9-12 as a means of analyzing individual and class status in academic achievement as well as college entrance eligibility. These tests compare student performance in the basic skills to national norms in reading, language, mathematics, science, social studies, and reference materials. Test results are analyzed during November parent conferences when progress goals for character and academic development are also established.

Grade Percentages

	A	93-100	C	73-76
A-		90-92	C-	70-72
	B+	87-89	D+	67-69
	B	83-86	D	63-66
A-		80-82	D-	60-62
	C+	77-79	F	0-59

Grade Point Averages (GPA)

	A	4.0	C	2.0
A-		3.7	C-	1.7
	B+	3.3	D+	1.3
	B	3.0	D	1.0
A-		2.7	D-	0.7
	C+	2.3	F	0.0

Honors courses are based on a 5.0-point scale.

Parent Conferences

Two formal parent/teacher/student conferences are scheduled each school year to exchange the mutual insight needed for helping students pursue their highest potential as learners and contributors. All parents are expected to attend the November conference to discuss progress and goals for the year. Conferences are required in April for parents of those students receiving grades lower than C- as well as students whose graduation status is in question. Additional conferences are scheduled as needed throughout the school year and may be requested by the student, parent, teacher, or principal.