

LOS ANGELES LEADERSHIP PRIMARY ACADEMY

Board Report: January 23, 2024

Nereida Lopez, Principal

I. Enrollment: 278 (+5 students)

Grade	Enrollment
EETK-ETK	9
TK	7
Kinder	34
1st	36
2nd	45
3rd	41
4th	53
5th	53

II. Attendance- 92.53% (91.97%)

**Attendance from Nov. 28, 2023 report*

Grade Levels	Nov. 20, 2023-Jan. 19, 2024
EETK-Kinder	92.03% (90.95%)
1 st - 3 rd	93.06% (92.71%)
4 th – 5 th	92.16% (91.62%)

- We observe a slight increase in attendance for this period.
- School Attendance Review Team (SART) Meetings: held in person meetings the week last three weeks of school prior to leaving for Winter break. Follow up meetings have been scheduled for the week of parent conferences (January 29th)
- The school continues to make daily phone calls to follow up on doctor's notes, other documentation, or with students who have consecutive absences.

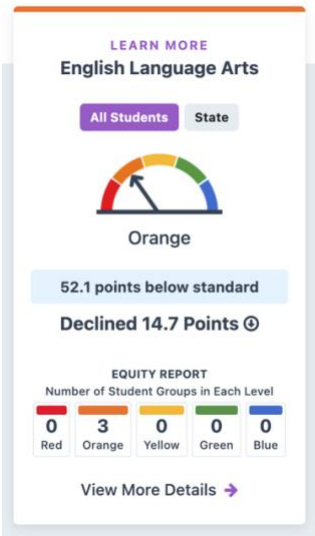
III. Student Achievement

CALIFORNIA SCHOOL DASHBOARD

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Academic Performance

English Language Arts



ELA: ENGLISH LEARNERS	
ENTITY	DFS
LALPA	-55.3
STATE	-67.7

ELA: HISPANIC/ LATINX	
ENTITY	DFS
LALPA	-55.6
STATE	-40.2

ELA: Socioeconomically Disadvantaged	
ENTITY	DFS
LALPA	-54.3
STATE	-42.6

ELA: STUDENTS WITH DISABILITIES	
ENTITY	DFS
LALPA	-55.9
STATE	-96.3

LALPA English Language Arts Data Comparison		
ELA Designation	DFS	Difference from '22
Current ELs	-85.5 DFS	-17.3
Reclassified ELs	-10 DFS	-22.4
English Only Students	-51.6 DFS	maintained

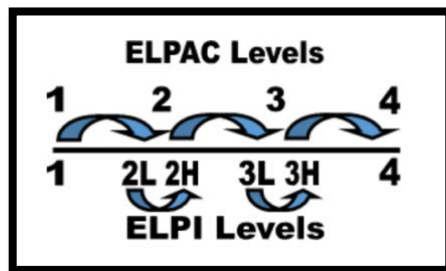
Results for English Language Arts

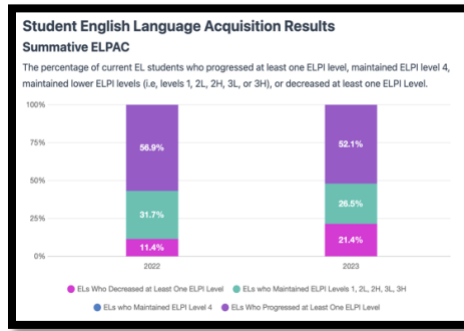
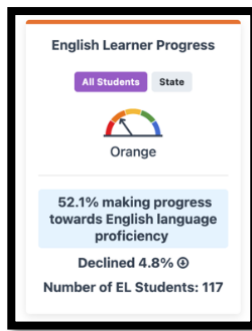
- LALPA is currently at 52.1 points distance from standard (declined 14.7 points from 2022)
- Two significant subgroups are above the state: English Learners and Students with Disabilities
- The ELA data comparison indicates that students who recently reclassified had the most significant drop in Distance From Standard, while English Only students maintained.

Action Plan

- English Language Arts strategies were aligned K-5
- Writing was identified as the area of focus for Elementary
- Teachers are in progress of reviewing strategies to take the CAASPP assessment
- Provide Professional Development to teachers on strategies to support recently reclassified English Learners.
- Maintain the Designated English Language Development (ELD) instructional time with fidelity, while integrating ELD strategies in all content areas.

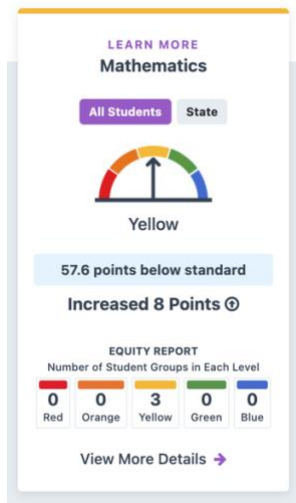
English Learner Progress





- 18 students reclassified in 2023 (22 students reclassified in 2022)
- As opposed to the ELPAC, there are 6 ELPI Levels
- We are currently reviewing the students who scored at either a high 2 or high 3 to provide additional support.
- Grade levels identified activities to support students with tasks that they will encounter during the ELPAC Assessment (i.e. providing reasoning for an opinion, identifying the main idea, giving details)

Mathematics



MATH: ENGLISH LEARNERS	
ENTITY	DFS
LALPA	-55.6
STATE	93.4

MATH: HISPANIC/ LATINX	
ENTITY	DFS
LALPA	-60
STATE	-93.4

MATH: Socioeconomically Disadvantaged	
ENTITY	DFS
LALPA	-57.1
STATE	-80.8

MATH: STUDENTS WITH DISABILITIES	
ENTITY	DFS
LALPA	-47.8
STATE	-127.3

Results for Mathematics

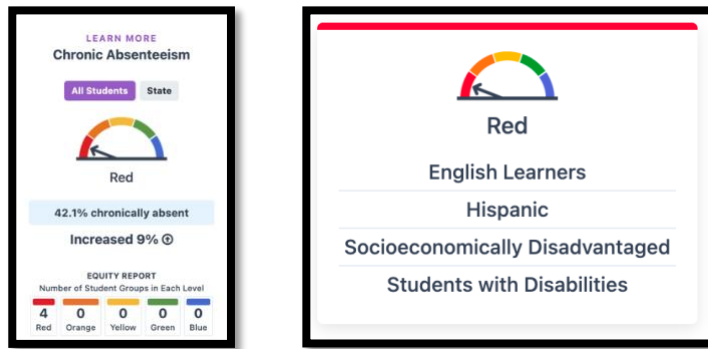
- LALPA is currently at 57.6 points Distance From Standard (increased 8 points from 2022)
- All significant subgroups are closer to standard in comparison to State data.
- English Learners maintained their DFS, while the other three significant subgroups increased their DFS in comparison to 2022

Action Plan

- Continue to implement with fidelity Math Talks (strategy from West Ed Professional Development)
- Increase academic vocabulary use
- Continue to use Kagan structures to allow for students to share their ideas/thought process
- To provide additional support for the CAASPP, teachers are using Performance Task sample items in class and the Interim assessment items.

Academic Engagement

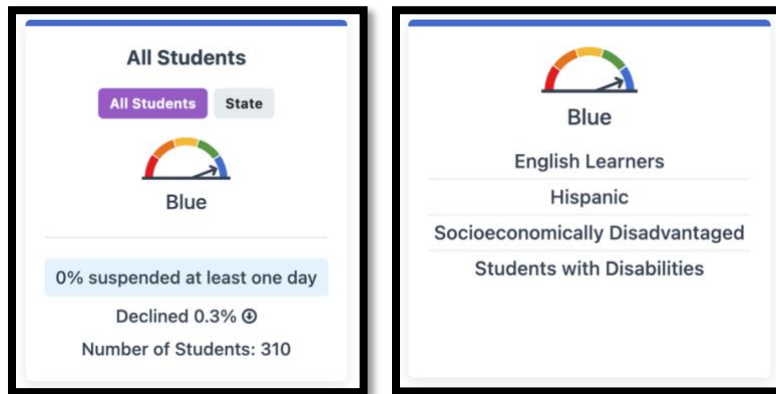
Chronic Absenteeism



The California Dashboard data indicates that LALPA’s chronic absenteeism increased by 9% from 2022 to 2023. As stated in our board meeting reports, this year we are implementing in-person meetings with parents and changing the incentive timelines.

Conditions & Climate

Suspension Rate



The California Dashboard Data indicates that LALPA’s suspension rate decreased by 0.3% from the year 2022 to 2023. Having implemented a variety of positive behavior incentives in addition to alternatives to suspension yielded positive results for the school’s culture.

IV. Instruction and Supplemental Supports

- Grades K-2 have started their STEM program for this year (12 weeks of instruction)
- Continue with in-person tutoring afterschool. On Wednesdays, tutoring focuses on Newcomer students.

V. Professional Development & Teacher Support

- Professional Development on Differentiation was facilitated by administration on January 10, 2024. Teachers attended either the ELA or Math focused session.
- Classroom observations and 1:1 teacher debrief meetings have continued with a focus on differentiation and student engagement.
- West Ed: Scheduled to return in late February for in-person coaching.

VI. Discipline & Safety

- a. 0 suspensions to date

- b. Implementation of Alternative to Suspensions:
 - (i) Behavior Contracts
 - (ii) School Beautification
 - (iii) No Contact Contracts
 - (iv) Mediation meetings
- c. Positive Office Referrals: Students are sent to the office with a positive note from the teacher. Administration acknowledges the positive comment and enters the student into a raffle. The student takes the note home as well.
- d. Safety/Emergency Preparedness: A routine check of emergency supplies was conducted as well as monthly emergency classroom supplies walkthrough. The school purchased additional water pouches for classroom storage. All emergency food and water in the bin are still within use-by date.

VII. Parent Communication

- a. Parent Square weekly reminders: Principal sends out weekly reminders every Sunday.
- b. Monthly Calendars: These are sent at the beginning of the month along with the food menu
- c. Class Dojo: teacher managed to send out reminders to parents of upcoming events and also to communicate regarding student behavior (parent is able to see the point activity for their child.
- d. Coffee with the Principal: Meeting are held monthly.

VIII. School Culture, Celebrations & Events

- a. Attendance Challenge celebration: Nachos
- b. Student of the Month Assembly: Caring
- c. Coffee with a cop K-12
- d. Toy Drive
- e. 10 Days of Winter Spirit Week
- f. Winter Music Performance: "Sing for Joy"