SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Los Angeles Leadership Academy

2670 Griffin Avenue
Los Angeles CA 90031

March 8-10, 2021

Visiting Committee Members

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Chapter I

Los Angeles Leadership Academy (LALA) is an independent charter school, which serves 6th-12th grade students in the Lincoln Heights community of Los Angeles. The school is authorized by Los Angeles Unified School District. Currently there are 463 students enrolled and according to the administration the school is gaining much more interest in the community as a small, safe and nurturing school.

LALA's demographic data is as follows: Two or More Races 0.2%, Hispanic 91.9%, African American 0.2%, Asian 1.8%, White 5.3%, American Indian 0.6%, Students with Disabilities 10.5%, English Learners 25.7%, Socioeconomically Disadvantaged 95.4%, Foster Youth 0.6%

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

Community - We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.
Empowerment - We claim our power to define ourselves and to struggle for liberty.
Well-Being - We nurture our minds, bodies and spirits by practicing healthy habits.
Creator - We express our uniqueness, imagine new possibilities, shape ourselves and, and impact the world.
Love - We care deeply about ourselves and others, and express this through our actions.
Integrity – We have the strength and self-confidence to act in accordance with our beliefs.
Inquiry - We constantly seek understanding by asking questions of ourselves and of the world around us.
Scholars - We are critical thinkers engaged in a lifelong pursuit of knowledge.
Activists - We envision a just and humane world, strive to make it real, and inspire others to do the same.
Courage - We have the strength to recognize and challenge our fears.

Mission

LALA prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership. The mission is to create for all students, including economically disadvantaged students and English language learners, an environment where they will experience improved expectations of future outcomes, reduced stress levels, and an abiding sense of self-efficacy.

Vision Statement

LALA's vision is a seamless educational experience for students grades 6-12 with a rigorous, academic and social justice-embedded curriculum at its core. LALA's problem based learning program promotes career and college readiness and the development of 21st century skills. LALA aligns itself to creating the next generation of leaders, instilling the drive and desire to pursue higher education as both a personal benefit and as a means to societal change. In the course of their LALA careers, students become creators, activists, and scholars. LALA believes that combining culturally relevant teaching with opportunities to demonstrate leadership on

social issues can be valuable in facilitating access to academic content and can improve student engagement and achievement for all students, including economically disadvantaged students and English language learners. Exposure to social justice issues is unavoidable as LALA interweaves this concern throughout the grade levels and content areas rather than relegating it to a single or limited sequence of classes. This leads graduates to end their time with LALA more empowered and stronger in their decision-making abilities than before. The school aims to increase students' ability to understand, communicate, and express their need for changes in their community and to support their transformation into capable agents of change.

School-Wide Learner Outcomes

LALA graduates will be:
1. Scholars:
    a. who are self-motivated, critical thinkers engaged in a lifelong pursuit of knowledge;
    b. who seek understanding by asking questions of themselves and the world around them;
    c. who meet or exceed state content standards and are prepared to succeed in the competitive world of higher education;
    d. who apply learning to analyze real world situations and events
2. Creators:
    a. who recognize their potential and use their abilities to overcome challenges;
    b. who express their knowledge and emotions creatively and positively through diverse media;
    c. who respect their own health and well-being and understand how to take care of their own bodies;
    d. who collaborate across differences and build effective relationships with others.
3. Activists:
    a. who demonstrate respect for self and others;
    b. who are responsible, culturally aware, and productive citizens; 3.3. who work to improve their communities;
    c. who envision and work to create a just and humane world while inspiring others to do the same.

LALA has established a growing partnership with East LA College, LA City College and Trade Tech where students beginning in the 8th grade may enroll in some classes and receive high school and college credit. In recent years LALA has seen an increase in students enrolling for college classes and an increase in understanding that LALA students are able to succeed as high school students in a college setting.

The VC spoke to several stakeholder groups and another area to highlight is the social justice theme that resonates throughout many of the classes and all of the community activities that school participates in including the school's "Farm". The "Farm" not only exists for LALA's students and staff, it is part of the community. Surrounding neighbors and families are able to drop by a specific area and pick up fresh vegetables that are grown by LALA students and staff. All of this is free to the community and has assisted many families throughout Lincoln Heights. The Farm is an opportunity for students to make positive impact and just one example in LALA's Social Justice movement.

As a whole, LALA students' strengths are in the English language arts. While the 6-8 grades have lower scores than the 11th grade does, In the three years between 2017 and 19, LALA's 11th graders had an average of 65 percent of its students meet or exceed the state standards in the CAASPP ELA assessments. While this percentage is on par with the state average, it is much higher than the average for the neighboring high school which is at 46%. This being said, mathematics continues to be a challenge, continuing to lag behind the state average. The data fluctuates year to year and grade to grade with no clear trajectory in any direction, making it difficult to pinpoint where the issue is. In addition to recently changing the curriculum and supplemental materials, more focused professional development on the performance task of the CAASPP has been provided so that teachers as well as students better understand the rubric and how they are being assessed. Also, CAASPP instructional strategies have been aligned 6-12 to ensure that common language and expectations are applied across disciplines. Additionally, more focus has been placed on the communicating reasoning claim, that seems to be the biggest challenge. The VC spoke with teachers and administrators in regards to the challenges of math across all grade levels. Teachers shared that they have been given PD on different strategies, some teachers are using apps and other means of technology which would assist students in math.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one):   Highly Effective   _**Effective**_   Somewhat Effective   Ineffective

Narrative Rationale:

LALA gave a well-rounded picture of the school, community, families and students it serves. The school's mission, vision and SLOs align and are infused throughout the campus and throughout lessons and student activities. The administration understands the major student learner needs and has systems in place to begin to move forward strategically and methodically. New developments and significant changes since the last Self-Study and Midcycle were detailed and documented in the school's current Self-Study.

Chapter II

The school had five areas of growth which aligned to the LCAP and SPSA:

1. English Literacy as outlined in the CCSS
2. Math Numeracy as outlined by the CCSS
3. College and Career Readiness
4. Fulfill the Social Justice Mission
5. Common-Core Ready Professional Development Plan

The VC is satisfied with the progress that has been made in all of the areas. In relation to English and Math new schoolwide programs were selected such as Accelerated Reader, Achieve 3000, NWEA, MathLinks, and Carnegie Learning for Math in order to assist students in not only narrowing the achievement gap, but meeting or exceeding proficiency levels. Professional Development was given to all teachers before the implementation of the new programs. The VC learned from teachers that the new programs have benefited LALA students in reaching personal goals and a student's ability to understand where they are in greater need of help.

The 3rd goal (College and Career Readiness) is an area that the VC noted needs to be more targeted and a continued effort needs to be made for all students to understand possible careers and how they are aligned to their interests and/or college choice. The school purchased Naviance and the VC noted that the school needs to develop further PDs in order for all staff to understand the different components of Naviance and how it can also be used in different classes for activities and assignments.

The VC commends LALA for all its efforts set forth in gola #4 (Social Justice). The entire school has embraced the social justice mission throughout its commitment to the Lincoln Heights community, LALA families and all of the curricular activities and projects students are and have been involved with since the last self-study visit. In the spring of 2017, LALA received a Civic Award of Distinction from the Judicial Council of California, recognizing the school for the level of civics integration in its programs. An integral component of the social justice and leadership mission is the LALA Farm. LALA has a student farm at the high school campus. Currently, all staff are participating in training with Circle Ways. The goal is to establish community circles and restorative justice practices as part of the school culture in order to implement the social justice mission as part of r daily interactions. Community circles are already taking place during advisory classes.

Goal #5 (Common-Core Ready Professional Development Plan). The administration created a PD calendar and plan outlining the greatest areas of need along with specific topics. PD is targeted for all staff, by site, by department, or individually. Based on teacher feedback, alignment between middle and high school has improved through 6-12 PDs and they have consistent access to useful, differentiated PD, through a variety of mediums. Some of the professional development has included SIOP certification, Curriculum support, Ensemble Learning (English Learner Support), 5 Dimensions of Teaching and Learning, Power School, Performance Matters (data), Circle Ways (Community Circles and Restorative Justice), Achieve 3000 (reading intervention), Naviance (college and career readiness), Suicide Prevention/Homocidieal Ideation, Virtual & Self Paced opportunities for independent PDs, LACOE trainings, Harvard Education Training, and Growth Mindset Stanford Training. The administration shared with the VC that although they have made positive strides in the area of Professional Development they continue to seek new opportunities to provide relevant PD on an ongoing basis.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one):   Highly Effective   *__Effective__*   Somewhat Effective Ineffective

Narrative Rationale:

LALA continual focus in the schoolwide action plan to ensure high achievement for all students. The school monitors the action plan throughout the year and gives the Board of Directors updates during Board Meetings. LALA has made positive strides in the areas of growth that the last VC left and shared with the VC although some areas could be marked as completed they will continue to refine those areas on an ongoing basis in order for continuous improvement. All data is continuously reviewed in order modify or adjust curriculum to meet the needs of all students including special populations. The VC was ensured by the administration that the action plan takes priority so that all students will have academic and personal success.

Los Angeles Leadership Academy has coordinated the collaboration between faculty, staff, students and parents in order to ensure that the WASC self-study process has been met with fidelity, with the voices of all stakeholders being heard. Despite the new challenges ushered in by the global pandemic, and having been shut down the previous semester, LALA administrators were innovative and optimistic about overcoming these obstacles with success. In the Fall of 2020, while meeting all of the requirements of distance learning, the LALA WASC Leadership team began the process of updating the self-study report. The first step taken was to educate all stakeholders about WASC and Self-study process. Presentations were given to parents at Coffee with the Principal and DELAC meetings, as well as at the Task Force meetings. Staff was informed at staff and PD meetings and lessons were given to students during their Universal Access and Advisory classes.

A variety of forums were available for stakeholders to express their opinions, such as the School Site Council, DELAC meetings, Coffee with the Principals, professional development and department meetings, and the newly implemented Task Force meetings which focused on Instructional, Safety & Security, and Safe Kids. The Task Force meetings were attended by faculty, parents, students and community members. Additionally, surveys were sent out to parents, students and faculty to determine who was interested in participating in the Focus Groups.

By mid Fall, the five Focus Groups were created by stakeholders completing a Google Form selecting the group they would like to be a member of. Based on their feedback evenly represented groups were created to collect and analyze evidence over the course of 4 Zoom meetings. During these virtual meetings group leaders shared Google documents with editing accessibility to the members for them to be able to contribute. These documents were also shared with viewing accessibility for other shareholders to have transparency.

By the end of the fall semester, Focus and Home Groups had completed their tasks and analysis of the school-wide program and the Leadership Team began writing and finalizing the action plan to complete the self-study process. Data collected from the California School Dashboard,

SPSA, LCAP, Student work, Focus Group self-study findings, feedback from the Task Force meetings and stakeholder surveys, was used to complete the Action Plan which will continue to be monitored and updated as needed.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one):   Highly Effective   _**Effective**_   Somewhat Effective Ineffective

Narrative Rationale:

LALA's self-study process was collaborative and included all stakeholder groups. Data was analyzed, the mission, vision and SLOs were reviewed as part of the self study process. The VC reviewed the calendar of WASC meetings leading up to the self-study visit and the process was positive and effective. The school created an action plan which again aligns to the SPSA and LCAP.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Visiting Committee Comments

Los Angeles Leadership Academy (LALA) has clear and coherent vision, mission, and SLOs, which are known to and embraced by the school community. There are effective, collaborative processes in place to include stakeholders in the review and refinement of LALA's vision, mission, and schoolwide learner outcomes (SLOs) of LALA students graduating as scholars, activists and creators. LALA has an established focus on college readiness and is growing in its capacity to prepare LALA students for a variety of career pathways. The vision, mission, and SLOs are integrated in a variety of ways among the school community, such as through home-school communications, professional development topics, lesson objectives discussed during classes at all grade levels, and other avenues.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one):   Highly Effective   _**Effective**_   Somewhat Effective Ineffective

Narrative Rationale:

Los Angeles Leadership Academy has a clearly articulated vision and purpose that are based

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on schoolwide learner outcomes (SLOs) which are embraced by the school community and integrated across all grade levels. LALA's vision, mission, and SLOs are regularly reviewed by the school community through collaborative processes.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

Visiting Committee Comments

The school community demonstrates a clear understanding of the governing board's role in school leadership and governance. There are multiple avenues for stakeholder involvement which are communicated within the school community. LALA's Uniform Complaint Procedure is clearly accessible on the LALA website. The SPSA and LCAP are developed with input from all stakeholders. The school community has a variety of avenues for involvement, including School Site Council, DELAC, Coffee with the Principal, and teachers' union. Family involvement and participation have been identified by school leadership as an area for ongoing improvement.

Governance **that supports high achievement for all students.**

Visiting Committee Rating (select one): *__Highly Effective__*   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The LALA community has a clear understanding of the role of the governing board. A highly supportive relationship exists between the board and school staff. Processes and forums have been established to develop the SPSA and LCAP with stakeholder input, and school leadership should continue to work to increase family involvement and participation. The Board is actively engaged in school events not only during school hours, but on weekends and evenings.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

Visiting Committee Comments

Decision-making and schoolwide planning are conducted in a collaborative and inclusive manner at LALA. LALA enjoys a variety of curricula, assessment systems, digital tools and apps which provide ample opportunities to assess student achievement. LALA's schoolwide action plan and SPSA are driven by the school's analysis of student achievement data. There are structures in place to review student achievement data collectively with shared accountability, including through regular grade level and department meetings.

Modifying and adjusting curricular and instructional approaches based on this review of data has been identified by LALA leadership as a priority area for growth. LALA's recent adoption of Performance Matters and use of the Smarter Balanced Interim Assessments will support LALA in developing a holistic picture of students' strengths and areas for growth, and should guide LALA in developing effective instructional approaches to reach all students.

Leadership: Data-Informed Decision-Making and Continuous School Improvement **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   Effective   ***Somewhat Effective*** Ineffective

Narrative Rationale:

LALA's faculty regularly reviews student achievement data from a variety of sources. LALA leadership is growing in its use of data to inform decision-making and ongoing improvement to support high achievement for all students. This is an important area for continued growth and improvement. LALA's adoption of new systems including Performance Matters and the Smarter Balanced Interim Assessments should advance LALA's ability to tailor instruction and support student learning.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

LALA ensures that teachers are appropriately credentialed for their assigned courses and subject areas. Teachers are evaluated according to 5 Dimensions of Teaching and Learning rubric endorsed by both LALA leadership and teachers' union. Teachers and school leadership are trained in how to utilize this rubric, and the 5 Dimensions cycle of observations and feedback is being implemented in order to advance professional growth.

Teachers and staff are provided with a wide variety of professional development resources to support various school initiatives. Moving forward, LALA would benefit from more focused professional development opportunities, with clear processes for implementing the strategies learned through professional development and for evaluating the effectiveness of PD resources.

LALA leadership and staff have clear and open communication channels to define responsibilities, resolve differences, and implement policies and procedures. LALA's teachers' union provides formal channels of communication when needed.

Staff: Qualified and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   *__Effective__*   Somewhat Effective Ineffective

Narrative Rationale:

LALA employs a variety of professional development resources that support achievement for all students. Moving forward, these resources should be more clearly targeted toward the highest student achievement priorities, and LALA should improve its systems for implementing professional development strategies and evaluating their effectiveness.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

Visiting Committee Comments

LALA allocates resources through collaborative processes involving the leadership and staff and prioritizing student achievement with fidelity to LALA's mission, vision, and SLOs. LALA has invested significant resources towards programs, systems, and curricula designed to increase student achievement in alignment with LALA's LCAP, SPSA, and action plan. LALA's CFO follows LALA and other applicable policies in conducting accounting, procurement, budgeting, and other financial functions. LALA leadership ensures that ample professional development is provided, technology is accessible for students and staff, and facilities are properly maintained and conducive to learning.

Resources **that supports high achievement for all students.**

Visiting Committee Rating (select one):   *__Highly Effective__*   Effective   Somewhat Effective Ineffective

Narrative Rationale:

LALA makes significant investments of resources to advance student achievement schoolwide and to respond to needs identified in LALA's action plan, LCAP and SPSA. Decision-making around resource allocation is conducted collaboratively with LALA leadership and staff. LALA leadership is highly responsive to the resource needs of teachers and staff. LALA's CFO follow applicable policies and procedures regarding procurement, budgeting, and other

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fiscal matters.

A6.   Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Visiting Committee Comments

LALA regularly involves stakeholders in long-range planning and resource allocation. LALA has adopted fiscal policies which govern contracting, auditing, internal controls, and the like. The Board and Executive Director actively monitor expenditures and ensure fiscal policies are adhered to. LALA leadership engages stakeholders in the budgeting process and budgets are presented to the school community before adoption. LALA has established a process for determining pay scales for instructional and administrative staff. There are established channels for reporting to the board, the public, and charter authorizer regarding LALA's financial position needs.

While LALA has made significant strides to become more deeply involved in the community through participating in community events, meal and produce distribution, and other avenues, LALA should consider additional marketing strategies, both digital and in person, in order to recruit additional students and secure healthy enrollment at all grade levels.

Resources **that supports high achievement for all students. [CHARTER SCHOOLS ONLY]**

Visiting Committee Rating (select one): *<u>Highly Effective</u>* Effective Somewhat Effective Ineffective

Narrative Rationale:

LALA's leadership and board follow clearly established fiscal policies and procedures and involve stakeholders in the development of LALA's annual budget. The CFO has ensured that LALA's budget reflects the needs of students and staff throughout each year. The Executive Director meets LAUSD officials as needed and has maintained a professional and positive relationship whereas LAUSD has commended LALA's efforts in maintaining a positive budget.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

- The Vision, Mission and SLOs are aligned and are infused throughout lessons and activities.
- A highly supportive and active Executive Director and Board of Directors who understand the needs of each student, family and staff member
- An administration who empowers all staff members to continue to grow professionally and personally
- A Chief Financial Officer who ensures that all finances are state, county and LAUSD compliant
- A Chief Operating Officer who ensures that all of the needs of the school are met in a timely manner

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Continue to provide targeted Professional Development for all staff members
- Continue to expand the Board of Directors as needed

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Meetings with leadership, board and focus groups, Classroom Visits (virtual), Self-Study, California School Dashboard, Charter Petition, School website, Board and policy documents, accessible on school website, LCAP/SPSA

CATEGORY B. CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

Students have access to and participate in a wide range of curricular offerings including UC/CSU a-g approved courses, Advanced Placement, dual enrollment and Career Technical Education courses. There is a need to further integrate career readiness as part of the school's counseling and instructional program. The advisory class and the after school tutoring and enrichment opportunities provide the necessary support for students to access curriculum, get help when needed and participate in enrichment activities to support their learning. Because LALA is integrated into the community, there are a number of community partners that support the school.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective Ineffective

Narrative Rationale:

The academic program is standards-based and provides students with opportunities to participate in a variety of classes in school and through dual enrollment programs. There are supports in place to assist students that are struggling and for enrichment.

B2.   Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee Comments

All students have access to the full breadth of course offerings and enrichment opportunities at LALA. The school's social justice focus encourages students to think beyond the classroom and to make connections with their local community and beyond. The counselor at the school is supported by two counseling interns from USC, which helps create connections between the school and home. There are ongoing efforts to educate families about the importance of education and pathways for student success. The school sponsors outreach events to help students with college selection, college admission essay support and financial aid resources.

Equity and Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective   Ineffective

Narrative Rationale:

All students at LALA have access to the entire instructional program, including core classes and electives. The counseling team and administrators are very hands on and know each student's story. They support families with education opportunities on how to navigate the college admissions and financial aid processes. Parents and students indicate that they are appreciate of the efforts of the school.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- LALA has an effective, rigorous and coherent curriculum
- Dual enrollment opportunities
- Several curricular resources

Growth Areas for Continuous Improvement for Curriculum:

- A continued effort to integrate and align academic and career technical disciplines
- A continued effort to vertically align the middle and high school curricular programs

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Curriculum reviewed, Focus Group Meetings, Admin Meetings, Self-Study and Virtual class visits.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

Students are exposed to high level academic assignments that promote critical thinking and building literacy skills. There are many opportunities to students to express themselves and discuss how they have grown through their LALA educational experience. The use of a wide variety of technology tools supports teaching and learning. The Schoology LMS provides centralized access to instructional content and students produce work that is uploaded and receives individual feedback. There is a continuous dialog between teachers and students about how to improve. High expectations from the board, school administration and teachers filters down to the students.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective   Ineffective

Narrative Rationale:

Students at LALA are involved in relevant learning experiences to achieve the schoolwide learner outcomes, academic standards and college and career readiness goals. Students are taught to think critically, analyze, interpret, evaluate, and solve problems. Relevant learning experiences and opportunities for collaborative learning allow students to deepen their understanding and apply understanding to real-world situations.

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

Visiting Committee Comments

Teachers participate in professional development that supports their understanding of current instructional content, research-based instructional methodologies including differentiation and the integrated use of multimedia and technology. Students and teachers use multiple digital tools for content delivery and producing quality evidence of learning. The use of Naviance, particularly the lessons component, would greatly support the school's efforts in the area of career readiness.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective   Ineffective

Narrative Rationale:

Teachers utilize a variety of teaching strategies that engage and support students as they use higher order thinking skills and apply what they have learned. Students work collaboratively in class and outside of class. Throughout distance learning that has been adequate levels of support and challenging learning experiences to ensure that standards are being met and students continue to have access to academic and intervention resources.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):
- Teachers use a variety of strategies to assist all students according to their needs
- Various apps and tools to reach all learners

- Engaging activities which assist students to think critically

Growth Areas for Continuous Improvement for Learning and Teaching (if any):
- Continue to seek new strategies to increase Math and ELA proficiency for all students in order to narrow the achievement gap
- Continue to create activities that pertain to not only college readiness, but career readiness

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Student Meetings, Parent Meetings, Self-Study, Focus Group Meetings and Administration Meetings.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

Visiting Committee Comments

School staff discusses data and student performance regularly. Efforts are currently under way to better leverage the Performance Matters tool in PowerSchool to provide an updated data dashboard to inform decision-making system wide. The NWEA assessment was recently tabled in favor of the use of Smarter Balanced ICAs, which are tightly aligned with the state testing content and assessment types. Teachers are beginning to use this interim assessment data to better understand student needs and adjust instruction and support strategies.

Using Assessment to Analyze and Report Student Progress **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective Ineffective
Narrative Rationale:

Assessment collection and disaggregation techniques throughout the school vary across and within departments. School staff acknowledges that it could benefit from continued refinement of schoolwide processes to monitor all students' growth toward meeting academic standards, the college and career readiness standards, and the schoolwide learner outcomes.

D2.   Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Visiting Committee Comments

Teachers regularly communicate with and support students in their learning and efforts toward achieving mastery of standards. Teachers know their students and regularly dialog with colleagues about how to support them. Assessment results are used by teachers to plan and revise instruction based on the needs of the learners. Efforts are being made to centralize data in one digital resources to better support teaching and learning.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective   Effective   ***Somewhat Effective***   Ineffective
Narrative Rationale:

There is a need to deepen the collective efforts around data and use the data as part of the school improvement process. While growth has been made, there needs to be a continued effort to formalize and consistently use data in the decision-making process.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:
- Assessments align to the curriculum
- Performance Matters and Ensemble will positively impact how teachers will analyze data and modify instruction when needed.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):
- A continued effort to modify and adjust curriculum and instruction based on assessment data at all levels.
- A continued effort to create various assessments including normative, formative and summative to meet the needs of all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Assessments reviewed, Data reviewed, Self-Study, Board Meeting, Administration Meeting, Focus Group Meeting and Parent Meetings

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, and community involvement, especially with the learning/teaching process?

Visiting Committee Comments

LALA implements a variety of strategies to solicit family engagement and participation. These include forums such as the School Site Council, DELAC, and Coffee with the Principal, as well as regular home-school communication in English and Spanish. LALA's Parent Coordinator is highly responsive to families' needs and communicates frequently with families. LALA has sought to encourage more parent involvement through modifying meeting schedules, planning a new series of parent workshops, and other efforts. These efforts should continue going forward.

Parent and Community Engagement **that supports high achievement for all students.**

Visiting Committee Rating (select one): *Highly Effective* Effective Somewhat Effective Ineffective

Narrative Rationale:

LALA employs a wide range of strategies to communicate with and engage families, and LALA's Parent Coordinator is highly responsive to families' needs. There are multiple forums for parent involvement in schoolwide decision-making, and LALA is working to increase the level of parent participation through various avenues. In recent years LALA has truly become part of the Lincoln Heights community participating in local events and assisting families throughout. LALA's commitment to its surrounding community should be commended.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, high expectations for all students?

Visiting Committee Comments

LALA provides a safe, clean and orderly environment for students which nurtures learning. LALA's school culture is highly inclusive and tight-knit, with school staff demonstrating compassion and caring for LALA students and families. LALA's schoolwide adoption of and training in Circle Ways has reinforced LALA's commitment to restorative justice, conflict resolution, and a safe learning environment. LALA provides targeted services to students in need to strengthen their social-emotional and mental health and promote learning, including counseling support. LALA teachers and staff at all levels are treated professionally with respect.

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating (select one): *Highly Effective*   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

LALA has worked to create a culture of compassion and caring among staff and students, including professional development regarding Circle Ways to promote restorative justice and build a safer learning environment. LALA has taken proactive steps to meet students' mental and social-emotional needs, including providing counseling support.

E3.   Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Visiting Committee Comments

LALA has developed a multi-tiered system of supports (MTSS) to personalize approaches to meet students' needs. LALA's adoption of Performance Matters will enable LALA teachers and staff to review and monitor student progress holistically, by being able to simultaneously view student achievement data, attendance and behavior data, MTSS and intervention data, and more. LALA offers many opportunities for teachers and staff to tailor academic and social-emotional supports for students, including Advisory and Counseling support, tutoring, and free after-school programming. LALA is working to gauge the effectiveness of these interventions and supports, especially for students in special populations. LALA leadership also works to establish community partnerships to provide additional opportunities and supports for LALA students. LALA should continue to ensure that the College and Career Counselor is supported and that students are guided in both their college and career preparation. There are many opportunities for student involvement at the middle and high school levels, including student council, sports, service projects, and more.

Personal, Social-Emotional, and Academic Student Support **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   *Effective*   Somewhat Effective   Ineffective

Narrative Rationale:

Students at LALA receive tiered academic support through LALA's MTSS system. The MTSS and other supports should continue to be evaluated to determine effectiveness in meeting student needs and advancing student achievement, especially across special student populations. LALA offers a variety of opportunities and supports to students through co-curricular and extra-curricular activities, community partnerships, an active after-school program through ThinkTogether, a vibrant sports program, and student leadership programs.

LALA should continue to support the College and Career Counselor to ensure that students are guided through both their college and career pathways.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- An after-school program that assists LALA students in academics and encourages after school extra-curricular activities
- An Athletic Director who encourages his team and students to go beyond their own expectations
- Outside organizations that assist students with their personal growth needs
- LALA is a safe and nurturing environment where students know that all staff members understand their needs

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- Continue to find new avenues for parent involvement
- Continue to seek new ways for students to understand their career interests
- Continue to assist students in their social and emotional needs

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, School Website, Student/Staff Handbook, Interviews with Leadership and Focus Groups, California School Dashboard, Support Staff Meeting, Counselor Meeting, Student and Parent Meetings

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. A highly supportive and active Executive Director and Board of Directors who understand the needs of each student, family and staff member
2. An administration who empowers all staff members to continue to grow professionally and personally
3. Schoolwide staff who is dedicated to ensure that all students succeed both academically and personally
4. A Chief Financial Officer who ensures that all finances are state, county and LAUSD compliant
5. A Chief Operating Officer who ensures that all of the needs of the school are met in a timely manner
6. Teachers use a variety of strategies to assist all students according to their needs
7. Performance Matters and Ensemble will positively impact how teachers will analyze data and modify instruction when needed.
8. An after-school program that assists LALA students in academics and encourages after school extra-curricular activities
9. An Athletic Director who encourages his team and students to go beyond their own expectations
10. Outside organizations that assist students with their personal growth needs
11. LALA is a safe and nurturing environment where are students know that all staff members understand their needs
12. The Farm has created many positives opportunities for student and community involvement.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

1. It is recommended that LALA continue to use a variety of strategies, tools, approaches and formative assessments (benchmark assessments) to increase Math and ELA proficiency for all students and narrow the achievement gap in academic performance levels between the special population groups (subgroups).
2. It is recommended that LALA continue to improve and expand its College and Career Readiness through the Naviance program, the Counseling team and other resources, which will assist students in being prepared for their college and career choice. The school could create a calendar of events, which include parents and student workshops
3. It is recommended that LALA continue to develop and implement a targeted professional development plan based on student academic achievement and students' social and emotional needs. The plan should include a measurement tool on how effective the training was as related to the targeted area (academics and/or social/emotional needs). This plan should include requiring scheduled meetings throughout the year.

4. It is recommended that LALA continue to create and develop new avenues for parent involvement and engagement, which may include volunteer opportunities, fundraising, workshops and other events related to the school community as a whole.
5. It is recommended that LALA continue to create new strategies that relate to each student's mental and emotional well-being to ensure that each student understands his/her areas of need. It is also recommended that the LALA work with organizations that are experienced in these areas, which would benefit students and families.

It is important that LALA continue to foster an environment where students will also increase their attendance and use different approaches to effectively diminish suspension rates by using Community and Restorative Circles and reaching out to several organizations that may assist the school in this area.

Chapter V: Ongoing School Improvement

LALA's schoolwide actin plan will be updated according to the discussions the VC had with the Administration, Board and various other stakeholder groups. The action plan is aligned to the LCAP goals and delineates specific areas that are in need of specific tasks. All of the goals, tasks and timelines are tangible and all relate to student success in all curricular areas and two relate to ELA and math.

The LALA staff is committed to achieving the goals and tasks within the action plan. The VC suggested to the school that it gives action plan updates to the Board during every Board meeting to ensure that all Board members are aware of what has been accomplished and areas that are progressing.

The VC commends the school administration, Executive Director and Board for positively participating in the WASC process and supporting the school's action plan as a means of continuous improvement. The VC also commends the school's support staff as it is an integral part of the school's community as well as being an integral part of each student's academic and personal success.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   **_Effective_** Somewhat Effective Ineffective

Narrative Rationale:

LALA's action plan clearly addresses the areas of growth in order to support success for all students. Each action plan goal has targeted sub goals in order to meet specific and broader needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective   **_Effective_** Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee firmly believes that the school has the capacity and willingness to effectively monitor the schoolwide action plan. There are systems in place to assist the staff in ensuring the effectiveness of each goal, which is again aligned to the mission, vision and SLOs.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)			X	
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			

Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		