



LOS ANGELES LEADERSHIP ACADEMY MID-CYCLE PROGRESS REPORT

**2670 Griffin Avenue
Los Angeles, CA 90031**

Los Angeles Leadership Academy

April 9, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I. Student/Community Profile Data

School and Program

The Los Angeles Leadership Academy (hereafter “LALA”) opened in 2002 at a church facility in the Koreatown neighborhood of Los Angeles near. A small school with only 124 sixth and seventh grade students has grown to a 6-12 span school for urban students on two separate sites in the Lincoln Heights community of northeast Los Angeles. In the spring of 2017, LALA successfully obtained a five-year renewal of its charter from LAUSD’s Board of Directors.

LALA focuses on engaging students through hands-on, student-centered, constructivist problem-based learning approaches. Our students are scholars, activists, and creators who demonstrate the school’s Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being through:

- Collaboration—developing individual and collaborative working skills;
- Communication—articulating ideas, opinions and information clearly;
- Creativity—using verbal, written, technical, and creative expression effectively;
- Critical thinking—demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen of the community.

A defining feature of the school is its emphasis and focus on social justice. As such, LALA’s school programs follow the principles of cultural proficiency and culturally responsive teaching to address the needs of its students. The social justice component creates a framework and context for creating safe and empowering learning environments. It encourages LALA students to value diversity, to become aware of injustice and its causes, and eventually develop the self-confidence and sense of efficacy that allows them to challenge structures of discrimination—especially those that impinge on their own lives. The principles of social justice motivate the school to actively support students in overcoming the academic, socioemotional, economic and various other struggles they face.

Working from a social justice framework, LALA’s instructional program relies on non-traditional pedagogical approaches that encompass much more than mere passive direct instruction. Instead, LALA uses cooperative and student-centered forms of learning that are embedded in a project-based instructional model aligned towards social justice and activism. Teachers encourage instructional conversations—including small group dialogues, discussions, and Socratic seminars—where ideas are explored and alternative perspectives are considered in contrast to traditional formats where straightforward questions are asked and answers are merely tests of memory and recall. Similarly, LALA emphasizes critical reading and reflection skills, with teachers using cognitively-guided instruction to promote student-directed learning, engagement and motivation. Fundamentally, LALA positions its teachers as facilitators rather than imparters of knowledge. More recently, LALA established a one-to-one student-to-laptop program that allows the school to address the growing “digital divide” in contemporary societies. The delivery of technology-enriched instruction and personalized computer-assisted interventions allows LALA a great amount of flexibility to generate personalized and meaningful educational experiences aligned to supporting success in the 21st century.

A prominent feature of LALA's school program is the targeted support provided to students from special populations, particularly English language learners (ELL) and socioeconomically disadvantaged students. For instance, LALA promotes the use of specially designed academic instruction in English (SDAIE) strategies and other effective English language development (ELD) strategies among all teachers and across all content areas. These strategies include use of authentic tasks (e.g. role play and dialogue), student choice in selecting the delivery and practice content (e.g. "menu" assessments that present options for students), low-stakes, mistake-friendly opportunities and environments (e.g. small groups, options to present only to teacher), opportunities for interaction with other students (e.g. games, small groups, projects), and recognition of success in thinking, creativity, and collaboration skills that are independent of language performance. LALA's support extends beyond pedagogy and includes structural supports, like the purposeful scheduling of extra instructional support for ELL students in the form of periods of designated ELD and literacy labs in their schedules.

Likewise, LALA's approach to serving socioeconomically disadvantaged students illustrates how the school's general commitment to meeting the needs of students extends beyond the use of non-traditional instructional formats and strategies. LALA has focused deliberately on the establishment of multi-tiered systems of support (MTSS) that focus on the development and needs of the whole child. LALA has implemented the Student Assistance Program (SAP), a process that coordinates the participation of multiple stakeholders to apply a collective problem-solving approach to a particular student's struggles. When utilized, the SAP identifies the sources of students' difficulties and connects them with the appropriate services and supports, whether academic, socioemotional, or physical. More generally, LALA and its community partners provide counseling, mentorship, tutoring, and life skills classes for the benefit of all students—but particularly for those who, for whatever reason, lack this type of support in their personal lives.

LALA understands the need to create safe and inviting campus environments conducive to learning and recognizes that such an endeavor requires attending to more than mere physical security. In addition to basic aims, like ensuring access to good nutrition, LALA's goals encompass meeting the socioemotional needs of its school community. It seeks to foster positive relationships among students, their teachers, and peers; strong bonds of trust and collegiality among and between the faculty and school; and constructive partnerships with student families and the community. Parents, students, and community members feel welcome and have ownership of the learning environment. These positive social relations provide a context for trust and promote powerful collaboration.

LALA uses this context to promote its positive view of students, a perspective that sees them in terms of their potential for success rather than their need for remediation. LALA has sought to continually expand the opportunities available to students to demonstrate their strengths and experience success, running the gamut from STEM Expos to competitive interscholastic sports teams. LALA's dedication to cultivating a growth mindset within our students has been a natural extension of creating environments conducive to learning. The growth mindset is a perspective on learning that emphasizes the importance of effort over inherent ability in attaining success. It asserts that intelligence is not a fixed asset but one that builds and increases through hard work, commitment and determination—qualities that all students can develop if they choose.

LALA's program is reflective in nature, characterized by a robust and ongoing collection and analysis of individual and school-wide data. In addition to the mandated California Assessment of Student Performance and Progress (CAASPP) in math and English, LALA has implemented a data program that gathers information from multiple sources regularly throughout the year. Students participate in internal benchmarks, annually completing the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments in math, reading and language in the fall, winter and spring of every year. In addition, data from LALA's computer intervention programs in math (*Math ALEKS*, *Carnegie Learning for Math*) and reading (*Achieve3000*, *StudySync*) are regularly analyzed and presented to faculty and staff. LALA continually refines its understandings of individual student needs and strengths and deploys this knowledge in service of personalizing student learning.

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. Our 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.

LALA's instructional program is data-driven and collaborative, with teachers creating professional learning communities at every grade level, by department, and by substantive focus. LALA teachers also meet vertically with their peers, with LALA middle

and high school grade teachers collaborating frequently. LALA operates as a consortium with its sister primary charter school, Los Angeles Leadership Primary Academy. LALA regularly arranges collaboration time between the faculties of both schools. This vertical articulation is crucial to the implementation and success of a seamless, CCSS-based 6-12 instructional program. Teachers utilize student data to adjust the complexity of their lessons and differentiate their instruction and curriculum for students with diverse needs. LALA's low student-to-teacher ratio allows for meaningful personal and professional relationships to be established during each student's educational career.

School-Wide Learner Outcomes

LALA graduates will be:

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

Faculty/Staff Demographics

LALA meets its mission, vision and learner outcomes by employing and utilizing the skills of a highly qualified and talented faculty. LALA's teachers believe in the school's mission and are committed to its success. They are highly educated, with roughly 39 percent having completed some post-graduate work and another 50 percent having a master's degree or higher. LALA's faculty represent a number of diverse backgrounds: 67 percent are White, 24 percent are Asian, 10 percent are Black, and 10 percent are American Indian/Alaskan Native. Thirty-nine percent identify as Hispanic or Latino, independent of race. A plurality of the faculty are early to mid-career professionals, with about 42 percent having between three to five years of teaching experience and 23 percent having between

six to ten years. One hundred percent of the faculty is appropriately credentialed to teach their courses.

Student Demographics

Though numbers will not be official until the conclusion of the year, preliminary calculations indicate roughly 530 students are currently enrolled at LALA: 89 percent are socioeconomically disadvantaged, 79 percent are Latino, 20 percent are English language learners, and 11 percent are students with disabilities. A more in-depth discussion of student enrollment and demographic trends is presented in Section II.

Academic Performance Data: General Student Population by Cohort

Class of 2024 (current 6th grade)

The class of 2024 is the first cohort of 6th graders to enroll at LALA to transition from our sister charter school, Los Angeles Leadership Primary Academy. As they are just beginning their second semester at LALA, they have not yet participated in CAASPP testing as enrolled LALA students. NWEA results from the August 2017 benchmark indicate that the current class of 6th grade students is generally on par with previous cohorts in initial math ability but lags in initial reading and language scores. See Table 1.

Table 1: NWEA Median and Mean RIT Scores with Standard Deviations in Reading, Language and Math by Cohort

Class	NWEA Reading	NWEA Language	NWEA Math
Class of 2024 (fall) (current 6 th grade)	197 (median) 197.5 (mean) 13.7 (std. dev.)	200 (median) 200 (mean) 11.1 (SD)	205 (median) 204.9 (mean) 13.3 (SD)
Class of 2023 in 2016 (current 7 th grade)	203 (median) 202.0 (mean) 13.8 (SD)	204 (median) 201.0 (mean) 13.8 (SD)	204 (median) 202.7 (mean) 14.1 (SD)
Class of 2022 in 2015 (current 8 th grade)	199 (median) 196.8 (mean) 18.0 (SD)	204 (median) 199.9 (mean) 16.5 (SD)	205 (median) 204.9 (mean) 15.9 (SD)
Class of 2021 in 2014 (current 9 th grade)	--not taken--	207 (median) 204.5 (mean) 14.9 (SD)	205 (median) 204.5 (mean) 14.6 (SD)

Class of 2023 (current 7th grade)

In their first and only year with LALA, the class of 2023 cohort did not make the gains expected after a since-abandoned move to a humanities and STEM block schedule in the 2016-2017 academic year. When compared to their cohort peers at the local resident

school, LALA’s class of 2023 had eight percent fewer students who met or exceeded state ELA standards. The cohort had even lower rates of proficiency in math with roughly eight percent of its students meeting or exceeding the state math standards compared to the 29 percent of their peers who did so at the local resident school. See Table 2 and Table 3. Developments in scheduling are addressed in Section II.

Table 2: 2016-2017 Class of 2023 CAASPP ELA Results at LALA and Resident School

	6 th Grade (2017)	6 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	2.94 %	8.26 %
Standard Met: Level 3	20.59 %	23.85 %
Standard Nearly Met: Level 2	44.12 %	32.11 %
Standard Not Met: Level 1	32.35 %	35.78 %

Table 3: 2016-2017 Class of 2023 CAASPP Math Results at LALA and Resident School

	6 th Grade (2017)	6 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	3.92 %	10.45 %
Standard Met: Level 3	3.92 %	18.18 %
Standard Nearly Met: Level 2	25.49 %	26.36 %
Standard Not Met: Level 1	66.67 %	45.00 %

Class of 2023 NWEA cohort results confirm their struggles with reading and literacy. For Spring 2017 benchmark, only six percent of the 2023 cohort scored at NWEA’s high-average range or above. See Table 4. According to NWEA, scores at these performance levels approximate meeting or exceeding standards on CAASPP. While the cohort’s level of ELA proficiency is low relative to our resident school and NWEA norms, some improvement is evident as both reading and language MAP assessments saw almost 40 percent of the cohort reach or surpass their NWEA projected growth targets, with a high of 57 percent doing so in language. See Table 5.

Table 4: Percentage of Students in the High-Average/High Performance Level by Cohort, Spring 2017 NWEA MAP Assessments

	NWEA Reading	NWEA Language	NWEA Math
Class of 2023	14 %	14 %	6 %
Class of 2022	14 %	13 %	15 %
Class of 2021	31 %	33 %	25 %
Class of 2020	24 %	24 %	18 %
Class of 2019	22 %	27 %	35 %

Table 5: Percentage of Students Meeting NWEA Growth Projections by Cohort, Spring 2017 NWEA MAP Assessments

	NWEA Reading	NWEA Language	NWEA Math
Class of 2023	39 %	57 %	36 %
Class of 2022	37 %	37 %	47 %
Class of 2021	80 %	81 %	79 %
Class of 2020	55 %	53 %	75 %
Class of 2019	31 %	45 %	66 %

Class of 2022 (current 8th grade)

In 2017, the class of 2022 cohort regressed slightly in their CAASPP ELA performance, with the percentage of students meeting or exceeding standards falling from 27 percent to 21.5 percent. Spring 2017 NWEA MAP results in Table 4 align to this trend, with only 14 percent and 13 percent of the cohort performing at a high-average or above level in reading and language, respectively. Despite this setback, the cohort saw improvement among its lowest performing students, as the number of students not meeting standards (Level 1) from the previous year decreased by roughly 3.5 percent. See Table 6. Growth is evident as 37 percent of cohort members met their NWEA growth projections for both reading and language as previously reported in Table 5.

Table 6: Class of 2022 CAASPP ELA Results at LALA and Resident School, 2016-2017

	6 th Grade (2016)	6 th Grade @ Resident School (2016)	7 th Grade (2017)	7 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	6 %	2 %	2.27 %	6.88 %
Standard Met: Level 3	21 %	19 %	19.32 %	28.74 %
Standard Nearly Met: Level 2	24 %	29 %	32.95 %	26.32 %
Standard Not Met: Level 1	49 %	50 %	45.45 %	38.06 %

A similar pattern emerges for math. While the class of 2022 made no gains in the percentage of students meeting or exceeding standards for the 2017 CAASPP, the cohort saw positive movement at the lowest level of performance, with the number of students who did not meet the standards decreasing by 6 percentage points. See Table 7.

Table 7: Class of 2022 CAASPP Math Results at LALA and Resident School, 2016-2017

	6 th Grade (2016)	6 th Grade @ Resident School (2016)	7 th Grade (2017)	7 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	6 %	3 %	5.68 %	11.46 %
Standard Met: Level 3	13 %	16 %	9.09 %	15.81 %
Standard Nearly Met: Level 2	24 %	22 %	34.09 %	21.74 %
Standard Not Met: Level 1	57 %	59 %	51.14 %	50.99 %

Class of 2021 (current 9th grade)

The class of 2021 exhibited consistent growth in ELA throughout their middle school years at LALA. At the end of their 6th grade year, 29 percent of the cohort met or exceeded standards on the 2015 CAASPP ELA assessment. This percentage of students increased to 34 percent at the end of their 7th grade year, and by the end of their 8th grade year, that percentage of students rose another 12 percent so that nearly half of the class (46 percent) had met or were exceeding CAASPP ELA standards. While the cohort’s 2017

NWEA performance is not as impressive in comparison—with little more than a third of the cohort performing at high-average/high proficiency levels in reading and language (see Table 4)—the amount of growth made by the cohort is significant with about 80 percent of the cohort meeting their NWEA growth projections in both reading and language. See Table 5.

Table 7: Class of 2021 CAASPP ELA Results at LALA and Resident School, 2015-2017

	6 th Grade (2015)	6 th Grade @ Resident School (2015)	7 th Grade (2016)	7 th Grade @ Resident School (2016)	8 th Grade (2017)	8 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	3 %	4 %	5 %	3 %	7 %	8.20
Standard Met: Level 3	26 %	13 %	29 %	15 %	39 %	22.54
Standard Nearly Met: Level 2	41 %	33 %	36 %	22 %	27 %	27.46
Standard Not Met: Level 1	30 %	50 %	31 %	61 %	27 %	41.80

The class of 2021 made similar progress in math. Though there was a seven percent dip in the number of students who performed at a high-average level or above from their 6th to 7th grade year (from 18 to 11 percent), the cohort’s performance rebounded, with the figure climbing to 25 percent at the end of their 8th grade year. See Table 8. While results of the 2017 NWEA MAP math assessment mirror those of the 2017 CAASPP math assessment (with 25 percent achieving a high-average level or above, see Table 4), the level of growth within the cohort is impressive as almost 80 percent of the class of 2021 met their NWEA growth projection for math (see table 5).

Table 8: Class of 2021 CAASPP Math Results at LALA and Resident School, 2015-2017

	6 th Grade (2015)	6 th Grade @ Resident School (2015)	7 th Grade (2016)	7 th Grade @ Resident School (2016)	8 th Grade (2017)	8 th Grade @ Resident School (2017)
Standard Exceeded: Level 4	3 %	3 %	3 %	10 %	11.00 %	18.15 %
Standard Met: Level 3	15 %	9 %	8 %	14 %	14.00 %	12.90 %
Standard Nearly Met: Level 2	26 %	33 %	36 %	21 %	32.00 %	14.52 %
Standard Not Met: Level 1	55 %	55 %	53 %	56 %	43.00 %	54.44 %

Class of 2020 (current 10th grade)

In the last three years, the current sophomore class of 2020 last participated in CAASPP as 7th and 8th graders in 2015 and 2016. Those results indicate strong growth in their English language skills between those two years. In the first year of CAASPP testing (and their second year of LALA enrollment), the 2020 cohort saw 45 percent of its members meet or exceed CAASPP ELA standards. In the following year of 2016, the 2020 cohort improved upon that number by two percent from 45 to 47 percent. This was accompanied by a concurrent decrease of seven percentage points in the number of students not meeting the standards, from 33 to 26 percent. In those two years, LALA outperformed its resident school at first by 24 percent and then 21 percent. See Table 9. Unfortunately, spring 2017 NWEA MAP assessment results for reading and language indicate a drop in literacy performance, with only 24 percent of the cohort scoring at the high-average level or above in each area. See Table 4. However, a majority of the cohort saw significant growth during their freshman year, with 55 percent and 53 percent meeting their growth projections in reading and language, respectively, in 2017. See Table 5.

Table 9: Class of 2020 CAASPP ELA Results at LALA and Resident School, 2015-2016

	7 th Grade (2015)	7 th Grade @ Resident School (2015)	8 th Grade (2016)	8 th Grade @ Resident School (2016)
Standard Exceeded: Level 4	10 %	3 %	7 %	3 %
Standard Met: Level 3	35 %	18 %	40 %	23 %
Standard Nearly Met: Level 2	21 %	29 %	27 %	29 %
Standard Not Met: Level 1	33 %	50 %	26 %	46 %

The class of 2020 cohort did not perform as strongly in the area of math during their 7th and 8th grade years, making no significant gains or losses according to CAASPP assessment data. In 2015, 13 percent of the cohort met or exceeded the state standards with the figure falling slightly to 11 percent in 2016; likewise, percentages of students nearly meeting and not meeting the state math standards over those two years remained relatively constant as well. See Table 10. However, signs of growth are apparent in the Spring 2017 NWEA math results. Those data indicate a seven percentage point improvement in math performance, with 18 percent of students meeting the standards at a high-average level or above. See Table 4. Taking a growth perspective on the math data yields an even more positive picture, with 75 percent of the cohort meeting their NWEA growth projections. See Table 5.

Table 10: Class of 2020 CAASPP Math Results at LALA and Resident School, 2015-2016

	7 th Grade (2015)	7 th Grade @ Resident School (2015)	8 th Grade (2016)	8 th Grade @ Resident School (2016)
Standard Exceeded: Level 4	3 %	6 %	6 %	13 %
Standard Met: Level 3	10 %	12 %	5 %	9 %
Standard Nearly Met: Level 2	32 %	26 %	34 %	14 %
Standard Not Met: Level 1	55 %	56 %	55 %	64 %

Class of 2019 (current 11th grade)

The current junior class of 2019 last participated in CAASPP during their 8th grade year in 2015. Those CAASPP ELA results indicate that 39 percent of the 2019 cohort met or exceeded the state standards that year with an additional 42 percent of the students nearly meeting them. See Table 11. NWEA MAP reading data from that year show cohort scores approaching the 225 RIT cut-off point that approximates CAASPP Level 3 (“met standard”) performance, with a cohort median RIT of 217 and mean RIT of 215.3. The cohort saw improvement the following year, raising both the cohort median RIT and mean RIT by five points (to 222) and by two points (to 217.3), respectively. However, NWEA MAP reading data from the spring of 2017 show some backsliding, with declines in both median and mean RIT cohort scores. See Table 12. According to those results, 22 percent of the cohort performed at a high-average level or above. See Table 4.

Table 11: Class of 2019 CAASPP ELA Results at LALA and Resident School, 2015

	8 th Grade (2015)	8 th Grade @ Resident School (2015)
Standard Exceeded: Level 4	6 %	3 %
Standard Met: Level 3	33 %	29 %
Standard Nearly Met: Level 2	42 %	26 %
Standard Not Met: Level 1	19 %	41 %

Table 12: Class of 2019 NWEA MAP Reading Results, 2015-2017

Class	RIT cut-off for CAASPP Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
8 th grade (2015)	225	217	215.3	14.6
9 th grade (2016)	230	222	217.3	18.2
10 th grade (2017)	230	218	213.3	18.7

Like most LALA cohorts, the 2015 CAASPP math results suggest the 2019 cohort has greater difficulties with math than reading. Thirteen percent of the cohort met or exceeded the CAASPP math standards, with 28 percent nearly meeting them that year. See Table 13. The cohort’s difficulty in math is also apparent in the NWEA MAP math assessment data from the spring of the

same year, with the cohort mean RIT for math (219.7) more than one standard deviation (SD = 16.9) away from the cut-off point approximating CAASPP Level 3 (“met standard”) performance (math RIT of 242 for 8th grade). Although their scores continued to fall below the cut-off point, the class of 2019 saw improved math performance the following two years, raising their cohort median and mean RIT scores both times. See Table 14. For their last Spring NWEA MAP math assessment in 2017, 35 percent of the cohort performed at a high-average level or above and 66 percent of the cohort met their projected growth target. See Table 4 and Table 5.

Table 13: Class of 2019 CAASPP Math Results at LALA and Resident School, 2015

	8 th Grade (2015)	8 th Grade @ Resident School (2015)
Standard Exceeded: Level 4	5 %	10 %
Standard Met: Level 3	8 %	14 %
Standard Nearly Met: Level 2	28 %	21 %
Standard Not Met: Level 1	59 %	54 %

Table 14: Class of 2019 NWEA MAP Math Results, 2015-2017

Class	RIT cut-off for CAASPP Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
8 th grade (2015)	242	223	219.7	16.9
9 th grade (2016)	250	227	220.7	23.5
10 th grade (2017)	250	229	228.6	17.9

Class of 2018 (current 12th grade)

The class of 2018 has shown great progress in ELA in the last three years. In 2015, the class achieved a median cohort RIT of 220 and a mean cohort RIT of 217.9, roughly 0.7 standard deviations away from the RIT cut-off of 230. The cohort improved upon that performance the following year, increasing those figures to a cohort median RIT of 226 and cohort mean RIT of 221 (SD = 18.9). See Table 15. Last year’s 2017 CAASPP ELA results exhibit larger improvements than would be expected considering their past NWEA performance, with 76 percent meeting or exceeded standards and an additional 20 percent who nearly met them. See Table 16.

Table 15: Class of 2018 NWEA MAP Reading Results, 2015-2017

Class	RIT cut-off for Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
9 th grade (2015)	230	220	217.9	17.6
10 th grade (2016)	230	226	221.0	18.9
11 th grade (2017)	230	Not available	Not available	Not available

Table 16: Class of 2018 CAASPP ELA Results at LALA and Resident School, 2015-2017

ELA	LALA (2017)	Resident School (2017)
Standard Exceeded	30%	17%
Standard Met	46%	35%
Standard Nearly Met	20%	27%
Standard Not Met	4%	20%

NWEA and CAASPP math data for the 2018 cohort also shows steady improvement over the last three years. While the cohort mean RIT scores for both 2015 (224.6, SD = 20.1) and 2016 (227.2, SD - 19.5) were roughly one standard deviation away from the RIT cut-off point of 250, growth was evident from one year to the next. See Table 17. The following year's 2017 CAASPP math scores indicate that 28 percent of the cohort met or exceeded math standards, with an additional 24 percent who nearly met them. See Table 18.

Table 17: Class of 2018 NWEA MAP Math Results, 2015-2017

Class	RIT cut-off for Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
9 th grade (2015)	250	226	224.6	20.1
10 th grade (2016)	250	227	227.2	19.5
11 th grade (2017)	250	Not available	Not available	Not available

Table 18: Class of 2018 CAASPP Math Results at LALA and Resident School, 2015-2017

Math	LALA (2017)	Resident School (2017)
Standard Exceeded	4%	12%
Standard Met	24%	15%
Standard Nearly Met	24%	24%
Standard Not Met	48%	49%

Class of 2017 (most recent graduates)

NWEA MAP reading results for the class of 2017 show consistent performance from the cohort. Though the cohort mean RIT fell below the cut-off point of 230 in both 2015 (223.8, SD = 10.9) and 2016 (222.3, SD = 10.9), both are within roughly 0.7 standard deviations. The cohort saw a decline in the NWEA MAP Reading scores taken at the end of their senior year. See Table 19. However, the cohort’s 2016 CAASPP ELA results suggest possibly higher levels of reading proficiency within the cohort than indicated by our NWEA results, as 61 percent met or exceeded state standards with an additional 24 percent who nearly met them. See Table 20.

Table 19: Class of 2017 NWEA MAP Reading Results, 2015-2017

Class	RIT cut-off for Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
10 th grade (2015)	230	226	223.8	10.9
11 th grade (2016)	230	225	222.3	10.9
12 th grade (2017)	(NA)*	216	209.0	26.4

* NWEA does not produce RIT norms for high school seniors

Table 20: Class of 2017 CAASPP ELA Results at LALA and Resident School, 2016

ELA	LALA (2016)	Resident School (2016)
Standard Exceeded	9%	23%
Standard Met	52%	37%
Standard Nearly Met	24%	23%
Standard Not Met	15%	16%

The 2017 cohort's math performance lags behind their reading performance. According to NWEA MAP math data, the 2017 cohort's mean and median performance in both 2015 and 2016 fell below the RIT cut-off point designated by NWEA as the lower boundary of meeting state standards on CAASPP. See Table 21. In both years, the cohort mean RIT was more than a standard deviation away from the RIT cut-off of 250 (in 2015, mean RIT = 227.0, SD = 15.5; in 2016, mean RIT = 228.8, SD = 17.9). The 2016 CAASPP ELA results support this conclusion, with 11 percent meeting the standards and an additional 31 percent who nearly met them. See Table 22.

Table 21: Class of 2017 NWEA MAP Math Results, 2015-2017

Class	RIT cut-off for Level 3 and above	Cohort Median	Cohort Mean	Cohort SD
10 th grade (2015)	250	228	227.0	15.5
11 th grade (2016)	250	233	228.8	17.9
12 th grade (2017)	(NA)	231	227.8	22.5

Table 22: Class of 2017 CAASPP Math Results at LALA and Resident School, 2016

Math	LALA (2016)	Resident School (2016)
Standard Exceeded	0%	13%
Standard Met	11%	20%
Standard Nearly Met	31%	24%
Standard Not Met	57%	43%

Academic Performance Data: Significant Student Subpopulations Students from Low Income Families

LALA has significant populations of students who are socioeconomically disadvantaged, English language learners, Latino, and have special needs or disabilities. The largest of these groups are students from low income families (as defined by participation in the Free and Reduced Lunch Program). CAASPP performance data from 2015 to 2017 for both reading and math indicate that LALA’s socioeconomically disadvantaged students performed at similar levels to their higher income peers. While one percent fewer low income students met or exceeded the reading standards than the LALA general student population in 2015, socioeconomically disadvantaged students matched the general student population’s performance in both 2016 and 2017. See Table 23. When there are differences in the distribution of scores (as is the case for every year in math), they are relatively small. While LALA’s socioeconomically disadvantaged population lagged in meeting or exceeding the state math standards from 2015 to 2017, the difference from the general population was limited to one percent in each of the three years. See Table 24.

Table 23: CAASPP ELA Results for Socio-Economically Disadvantaged Students Grades 6-8 and Grade 11, LALA 2015-2017.

	2015		2016		2017	
Group	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	26 / 1 %	41 / 32 %	20 / 5 %	25 / 50 %	22 / 2 %	47 / 30 %
LALA 7	36 / 10 %	19 / 34 %	28 / 3 %	36 / 33 %	19 / 3 %	35 / 43 %
LAL 8	34 / 7 %	40 / 20 %	42 / 6 %	25 / 26 %	38 / 7 %	26 / 28 %
LALA 11	40 / 25 %	18 / 16 %	51 / 9 %	26 / 15 %	<i>44 / 32 %</i>	<i>20 / 5 %</i>
All LALA low SES	33 / 9 %	31 / 26 %	35 / 5 %	29 / 31 %	29 / 8 %	34 / 29 %
All LALA	33 / 10 %	32 / 26 %	34 / 6 %	29 / 31 %	29 / 8 %	33 / 30 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

Table 24: CAASPP Math Results for Socio-Economically Disadvantaged Students Grades 6-8 and Grade 11, LALA 2015-2017.

Group	2015		2016		2017	
	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	14 / 0 %	27 / 59 %	11 / 6 %	22 / 61 %	3 / 3 %	26 / 67 %
LALA 7	9 / 2 %	33 / 56 %	7 / 2 %	35 / 57 %	7 / 5 %	38 / 50 %
LAL 8	8 / 5 %	27 / 60 %	5 / 6 %	32 / 56 %	14 / 9 %	33 / 44 %
LALA 11	26 / 4 %	23 / 47 %	<i>0 / 11 %</i>	<i>30 / 60 %</i>	<u>27 / 2 %</u>	<u>24 / 46 %</u>
All LALA low SES	13 / 3 %	28 / 56 %	8 / 4 %	30 / 58 %	11 / 6 %	31 / 53 %
All LALA	13 / 4 %	28 / 55 %	9 / 4 %	32 / 55 %	11 / 7 %	30 / 53 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

Latino Students

Latino students constitute LALA’s second largest subpopulation. CAASPP results for reading indicate that they perform on par with the general student population. In 2015 and 2016, LALA Latino students met or exceeded the state standards in reading at the same rate as the general population and in 2017, Latino students surpassed the performance of the general population by three percentage points. See Table 25.

Table 25: CAASPP ELA Results for Latino Students in Grades 6-8 and Grade 11, LALA 2015-2017.

	2015		2016		2017	
Group	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	28 / 1 %	39 / 31 %	20 / 2 %	24 / 55 %	19 / 0 %	45 / 36 %
LALA 7	37 / 7 %	23 / 32 %	31 / 2 %	34 / 32 %	0 / 19 %	34 / 47%
LAL 8	32 / 6 %	43 / 18 %	40 / 5 %	28 / 27 %	41 / 6 %	28 / 25 %
LALA 11	40 / 25 %	18 / 16 %	53 / 8 %	25 / 15 %	<u>45 / 30 %</u>	<u>20 / 5 %</u>
All LALA Latino	34 / 9 %	33 / 25 %	36 / 4 %	29 / 32 %	32 / 8 %	31 / 29 %
All LALA	33 / 10 %	32 / 26 %	34 / 6 %	29 / 30 %	29 / 8 %	33 / 30 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

In contrast to the ELA data, CAASPP math data present an unclear picture of Latino student performance. In 2015 and 2017, Latino students lagged behind the general population’s rate of meeting or exceeding the math standards by three and two percentage points, respectively. However, in the intervening year of 2016, Latino students significantly outperformed the general student population by 27 percentage points (with 40 percent of that year’s Latino students meeting and exceeding standards compared to a rate of 13 percent for all students). See Table 26.

Table 26: CAASPP Math Results for Latino Students in Grades 6-8 and Grade 11, LALA 2015-2017.

	2015		2016		2017	
Group	Met or above	Nearly Met or below	Met or above	Nearly Met or below	Met or above	Nearly Met or below
LALA 6	15 / 0 %	31 / 54 %	20 / 2 %	24 / 55 %	6 / 0 %	22 / 72 %
LALA 7	7 / 0 %	37 / 55 %	31 / 2 %	34 / 32 %	7 / 3 %	30 / 60 %
LAL 8	7 / 5 %	29 / 59 %	40 / 5 %	28 / 27 %	14 / 8 %	34 / 44 %
LALA 11	26 / 4 %	23 / 74 %	53 / 8 %	25 / 15 %	23 / 2 %	25 / 50 %
All LALA Latino	12 / 2 %	31 / 55 %	36 / 4 %	29 / 32 %	12 / 4 %	29 / 54 %
All LALA	13 / 4 %	28 / 55 %	9 / 4 %	32 / 55 %	11 / 7 %	30 / 53 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

ELL Students

ELL students are LALA’s third largest student subpopulation. In CAASPP data from 2015 to 2017, LALA’s ELL students met or exceeded the state ELA standards at much lower rates than the general population, lagging by 34, 36 and 35 percentage points in those years. However, LALA’s ELL students’ performance compares favorably to their peers at the local resident school, with every cohort of ELL students from the class of 2019 to the class of 2023 outperforming their counterparts on the CAASPP ELA from 2015 to 2017. See Table 27. Even in instances where both the LALA and resident school cohort have no ELL students meeting or exceeding the reading standards (as is true for the class of 2022 in 2016 and both the classes of 2022 and 2023 in 2017), LALA’s ELL students have higher rates of nearly meeting the standards.

Table 27: CAASPP ELA Results for English Language Learners in Grades 6-8 and Grade 11, LALA and Resident School 2015-2017.

Group	2015		2016		2017	
	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	7 / 0 %	7 / 86 %	0 / 0 %	16 / 84 %	0 / 0 %	21 / 79 %
RS 6	0 / 0 %	5 / 95 %	0 / 0 %	10 / 90 %	0 / 0 %	6 / 94 %
LALA 7	5 / 0 %	24 / 71 %	6 / 0 %	11 / 83 %	0 / 0 %	17 / 83 %
RS 7	0 / 0 %	8 / 92 %	0 / 0 %	0 / 100 %	0 / 0 %	8 / 92 %
LALA 8	14 / 0 %	36 / 50 %	0 / 4 %	26 / 70 %	0 / 0 %	38 / 62 %
RS 8	8 / 0 %	8 / 83 %	0 / 0 %	8 / 92 %	0 / 0 %	11 / 89 %
LALA 11	**	**	**	**	**	**
All LALA ELL	9 / 0 %	22 / 69 %	2 / 2 %	19 / 78 %	2 / 0 %	26 / 72 %
All RS ELL	3 / 0 %	7 / 90 %	0 / 0 %	6 / 94 %	0 / 0 %	8 / 92 %
All LALA	33 / 10 %	32 / 26 %	34 / 6 %	29 / 30 %	29 / 8 %	33 / 30 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

The CAASPP results from 2015 to 2017 show that ELL students also performed below the LALA general student population in math—albeit to a smaller magnitude than in ELA. In those years, ELL students’ performed at rates 17, 11, and 16 percentage points below the general population in meeting or exceeding the math standards. Unlike the CAASPP ELA results, LALA had smaller percentages of ELL students achieve these levels than at the local resident school from 2015 to 2016. Only the LALA cohort of 2021 had a greater rate of ELL students meet or exceed the math standards than their counterparts at the resident school. See Table 28.

Table 28: CAASPP Math Results for English Language Learners in Grades 6-8 and Grade 11, LALA and Resident School 2015-2017.

	2015		2016		2017	
Group	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	0 / 0 %	7 / 93 %	0 / 0 %	16 / 84 %	0 / 0 %	7 / 93 %
RS 6	8 / 0 %	13 / 79 %	7 / 0 %	7 / 86 %	0 / 0 %	6 / 94 %
LALA 7	0 / 0 %	10 / 90 %	0 / 0 %	6 / 94 %	0 / 0 %	26 / 74 %
RS 7	3 / 0 %	10 / 87 %	16 / 2 %	7 / 76 %	0 / 0 %	8 / 92 %
LALA 8	0 / 0 %	21 / 79 %	0 / 4 %	22 / 74 %	8 / 0 %	0 / 92 %
RS 8	9 / 18 %	3 / 71 %	3 / 3 %	6 / 88 %	0 / 0 %	11 / 89 %
LALA 11	**	**	**	**	**	**
All LALA ELL	0 / 0 %	12 / 88 %	0 / 2 %	14 / 84 %	2 / 0 %	15 / 83 %
All RS ELL	3 / 0 %	7 / 90 %	9 / 2 %	7 / 83 %	4 / 4 %	10 / 82 %
All LALA	13 / 4 %	28 / 55 %	9 / 4 %	32 / 55 %	11 / 7 %	30 / 53 %

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

Students with Special Needs

CAASPP ELA data from 2015 to 2017 show LALA's students with disabilities met or exceeded the state ELA standards at much lower rates than the general LALA student population. However, special needs students have generally improved their ELA performance each of these years and have closed the gap from 43 percentage points in 2015, to 35 percentage points in 2016, and to 30 percentage points last year. See Table 29.

Table 29: CAASPP ELA Results for Students with Special Needs in Grades 6-8 and Grade 11, LALA 2015-2017.

Group	2015		2016		2017	
	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	0 / 0 %	18 / 82 %	0 / 0 %	19 / 81 %	**	**
RS 6	6 / 0 %	15 / 79 %	6 / 0 %	9 / 85 %	3 / 3 %	17 / 77 %
LALA 7	**	**	0 / 0 %	8 / 92 %	5 / 0 %	28 / 67 %
RS 7	0 / 0 %	6 / 94 %	0 / 0 %	8 / 92 %	5 / 0 %	19 / 76 %
LALA 8	**	**	0 / 0 %	18 / 82 %	0 / 0 %	18 / 82 %
RS 8	3 / 0 %	8 / 89 %	3 / 0 %	17 / 80 %	4 / 0 %	14 / 81 %
LALA 11	**	**	**	**	**	**
All LALA SPED	0 / 0 %	28 / 72 %	5 / 0 %	16 / 84 %	7 / 0 %	24 / 68 %
ALL RS SPED	3 / 0 %	10 / 87 %	3 / 0 %	11 / 87 %	5 / 1 %	17 / 78 %
All LALA	33 / 10 %	32 / 26 %	34 / 6 %	29 / 30 %	29 / 8 %	33 / 30 %

KEY: Bold = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort,

CAASPP math data from the same period show that LALA SPED students also performed at rates lower than the general student population, lagging by 17, 11, and 18 percentage points respectively during those years. Comparing LALA cohorts to their counterparts at the local resident school suggests a similar level of performance for SPED students at both schools. The largest difference in performance between the two was in 2017 with the class of 2021, when seven percent of the resident school cohort met or exceeded the standard compared to zero percent of the cohort at LALA. See Table 30.

Table 30: CAASPP Math Results for Students with Special Needs in Grades 6-8 and Grade 11, LALA 2015-2017.

	2015		2016		2017	
Group	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	0 / 0 %	9 / 91 %	6 / 0 %	6 / 88 %	**	**
RS 6	0 / 0 %	12 / 88 %	3 / 0 %	9 / 88 %	3 / 3 %	3 / 90 %
LALA 7	**	**	0 / 0 %	8 / 92 %	0 / 0 %	28 / 72 %
RS 7	0 / 0 %	6 / 94 %	2 / 2 %	6 / 90 %	3 / 0 %	5 / 92 %
LALA 8	**	**	0 / 0 %	27 / 73 %	0 / 0 %	0 / 100 %
RS 8	3 / 0 %	6 / 90 %	0 / 0 %	10 / 90 %	5 / 2 %	2 / 90 %
LALA 11	**	**	**	**	**	**
All LALA SPED	0 / 0 %	7 / 93 %	2 / 0 %	14 / 84 %	0 / 0	12 / 88 %
ALL RS SPED	2 / 0 %	8 / 91%	2 / 1 %	8 / 89 %	2 / 4	4 / 91 %
All LALA	13 / 4 %	28 / 55 %	9 / 4 %	32 / 55 %	11 / 7 %	30 / 53 %

KEY: Bold = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

Academic Performance Data: All Students

As a whole, LALA students' strengths are in the English language arts. In the three years between 2015 and 2017, LALA had an average of 40 percent of its students meet or exceed the state standards in the CAASPP ELA assessments. See Table 31. Consider again the CAASPP ELA results of LALA's 2020, 2021, and 2022 cohorts, for whom we have two or more data points. With the exception of one year (the 2022 cohort in 2017), each cohort saw improvement with each passing year. Although the 2022 cohort did see a drop in the percentage of its students meeting or exceeding the state ELA standards in 2017, the cohort still saw improvement as the percentage of the cohort's students who had not met the standards fell by four percent. These generally positive growth trends in their middle school years and the consistently high performance of multiple junior class cohorts suggests that cohorts of students will typically see growth as they progress through their academic careers at LALA. If the trend set by the 2015 to 2017 CAASPP ELA assessment data holds, the typical 11th grade LALA cohort will have a greater percentage of its

students meet or exceed the state ELA standards than both the California state average for 11th graders and their counterparts at the local resident high school.

Table 31: CAASPP ELA Results for All Students Grades 6-8 and Grade 11, LALA 2015-2017.

Group	2015		2016		2017	
	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	26 / 3 %	41 / 30 %	21 / 6 %	24 / 49 %	21 / 3 %	44 / 32 %
LALA 7	35 / 10 %	21 / 33 %	29 / 5 %	36 / 31 %	19 / 2 %	33 / 45 %
LAL 8	33 / 6 %	42 / 19 %	40 / 7 %	27 / 26 %	39 / 7 %	27 / 27 %
LALA 11	40 / 25 %	18 / 16 %	52 / 9 %	24 / 15 %	<u>46 / 30 %</u>	<u>20 / 4 %</u>
All LALA	33 / 10 %	32 / 26 %	34 / 6 %	29 / 30 %	29 / 8 %	33 / 30 %
All RS-M	20 / 3 %	29 / 47 %	19 / 3 %	26 / 53 %	25 / 8 %	28 / 39 %
RS-11	31 / 9 %	34 / 36 %	37 / 23 %	23 / 16 %	<u>35 / 17 %</u>	<u>27 / 20 %</u>

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

CAASPP math assessment data from 2015 to 2017 suggest a continuing need to focus on developing student math skills. During that time, an average of 16 percent of LALA students met or exceeded the state math standards with a high of 18 percent last year in 2017. See Table 32. Reconsider the CAASPP math performance of LALA’s 2020, 2021 and 2022 cohorts. Unlike in English language arts, the cohorts did not generally see growth in the percentage of students who met or exceeded the math standards. A slight regression was more typical during this three year span. Of the three cohorts, only the 2022 cohort saw growth (and only from 2016 to 2017). Math performance does not improve as LALA cohorts progress. From 2015 to 2017, LALA’s 11th grade cohorts had a lower percentage of students meet or exceed the state math standards than the California state average and their counterparts at the resident high school.

Table 32: CAASPP Math Results for All Students Grades 6-8 and Grade 11, LALA 2015-2017.

	2015		2016		2017	
Group	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met	Met / Exceed	Nearly Met / Not Met
LALA 6	15 / 3 %	26 / 55 %	13 / 6 %	24 / 57 %	4 / 4 %	25 / 67 %
LALA 7	10 / 3 %	32 / 55 %	8 / 3 %	36 / 53 %	9 / 6 %	34 / 51 %
LAL 8	8 / 5 %	28 / 59 %	5 / 6 %	34 / 55 %	14 / 11 %	32 / 43 %
LALA 11	26 / 4 %	23 / 47 %	11 / 0 %	31 / 57 %	<u>24 / 4 %</u>	<u>24 / 48 %</u>
All LALA	13 / 4 %	28 / 55 %	9 / 4 %	32 / 55 %	11 / 7 %	29 / 53 %
All RS-M	12 / 7 %	26 / 55 %	16 / 3 %	22 / 59 %	16 / 13 %	21 / 50 %
All RS-11	31 / 9 %	34 / 26 %	20 / 13 %	24 / 43 %	<u>35 / 17 %</u>	<u>27 / 20 %</u>

KEY: **Bold** = 2016 cohort, *Italic* = 2017 cohort, Underline = 2018 cohort, Red = 2019 cohort, Green = 2020 cohort, Yellow = 2021 cohort, Blue = 2022 cohort, Teal = 2023 cohort

Critical Learner Needs and Questions for Staff Discussion

In general, the data show a continued need to address student performance in both ELA and math. While progress in LALA students' ELA performance is commendable, it is only in their later years of high school that majorities of cohorts meet or exceed the state standards. How can the school accelerate the growth cohorts see in the course of their LALA careers? As a greater number of its 6th grade enrollees come from its sister charter organization, how can LALA align its literacy curriculums and practices with those at the Los Angeles Leadership Primary Academy to leverage the relationship between the two consortium schools?

Student performance in math presents a more pressing concern. Although there is some evidence of a growth trend, a plurality of LALA students still do not meet the state math standards by their junior year in high school. How can LALA build support for math across the curriculum as it has done for the literacy? Of LALA's current math pedagogies, programs, and curriculums, which are effective and which are in need of refinement or replacement? Are there better alternatives or manners of implementation, especially in light of the school's particular circumstances (e.g. school demographics, culture, digital infrastructure, etc.)? Do teachers need to provide more concrete and hands-on learning opportunities? Do students require more visual supports to build conceptual understandings? Can LALA better leverage the social aspect of learning by increasing student peer interactions and providing more small group task-based activities? How can LALA improve its interventions in math so that students make increased progress toward meeting the state standards?

The analyses of student subpopulation performance data show varying degrees of success for each. LALA students from low income families and Latino students both generally perform on par in ELA and math with the general LALA student population. While LALA ELL students and students with disabilities lag compared to the general student population by a wide margin, their performance is generally better than that of their peers at the local resident school. Despite the relative success, majorities of LALA's traditionally disadvantaged student populations do not meet or only nearly meet the state standards in ELA and math and their performance remains a critical issue. How can LALA improve the delivery of the supports and interventions the school already provides, especially in light of recent developments in curriculum and school programs? What additional supports do LALA's student populations need (particularly ELL students and students with disabilities) and how can these be secured and delivered?

II: Significant Changes and Developments

LALA has undergone a number of significant developments and changes since the last WASC visit in 2014. The sections below detail changes in four broad areas: the daily schedule, the school program, school enrollment, and the school's staff/faculty.

Daily Schedule

Developments in the Schedule: Grades 6-8

LALA is committed to using its available instructional minutes wisely and purposefully. For the 2016-2017 academic school year, LALA piloted a block schedule for the 6th grade consisting of 90 minute blocks for math and ELA and 45 minute periods of history and science in an effort to provide greater support in those areas of student need. The 6th grade has since discontinued use of that schedule and all middle school grades follow the same regular daily schedule of six 55-minute periods followed by a 30-minute intervention period. Beginning at 8:00 A.M., students attend a period each for math, English language arts, science, history and physical education as well as a universal access period dedicated to meeting their individual needs. The 30-minute intervention 7th period is assigned to students who need greater academic support. Currently, students with a GPA of less than 2.0 are assigned to an additional 7th period with their universal access teacher, who serves as their advisor. All grades 6-12 continue to follow a professional development schedule on Wednesday, with instruction concluding early (2:00 PM for grades 6-8) to allow for faculty collaboration, meeting, and training time.

Impact: Grades 6-8

The block schedule piloted by the 6th grade did not produce the expected results and was neither extended nor broadened to the other middle school grades. The impact of the current schedule has thus far been positive. The addition of a universal access period provides protected time within the daily schedule for LALA to meet the varied needs of its students. LALA uses this period flexibly, allotting minutes for current initiatives like the use of computer-assisted math and English language interventions (Tier II), social justice discussions, and designated ELD. (These and other programmatic changes will be discussed in a following section.) Likewise, the addition of 7th period intervention allows LALA to provide additional minutes of instruction and support to struggling students in more favorable small group and one-to-one settings. The purposeful assignment of students to their advisor for this period creates a more intensive support structure. During this time, teachers can leverage their rapport and continually evolving understandings of their students in supporting their students' success. Additionally, teachers can amplify and reinforce the work they've already begun in class during the universal access period. Students who continue to struggle through multiple reporting periods are referred to the Student Assistance Program (SAP), to be discussed later in this section.

Developments in the Schedule: Grades 9 -12

LALA high school students' daily bell schedule has changed since 2014. Currently, grades 9-12 follow a schedule centered on 75-minute blocks of instruction, with daily

attendance alternating between even and odd periods. On “even” days, students attend periods 2, 4, 6, and 8; on “odd” days, students attend periods 1, 3, 5, and 7. Similar to the middle school grades, the high school schedule dedicates a 60-minute period to meeting students’ individual needs. The schedule for grades 9-12 has also changed to allow students to enroll in a lab class for periods 7 and 8. Enrollment in a lab class is required if the student is either enrolled in an AP course, enrolled in a remediation course, or is in the lowest five percent of proficiency in English or math. LALA’s schedule for grades 9-12 also includes a campus-wide daily study hall of 45 minutes. Students are able to use this time flexibly, analyzing their progress in their courses (with the help of their advisors) and then prioritizing which teachers’ office hours to visit.

Impact: Grades 9-12

The changes to the daily schedule for grades 9-12 have had a powerful impact on LALA students. Use of a 75-minute block schedule has provided great benefits. First, it has allowed teachers to allot to academic pursuits course minutes that would have otherwise been spent on start and end of class procedures. The extended time allows for the delivery of deeper and more involved lessons that would be difficult, if not impossible, in a shorter time frame. The daily 60-minute universal access periods have allowed teachers to provide students with immediate feedback regarding progress towards goals as well as support for classroom instruction. The lab courses provide critical minutes of instruction for AP students in preparation for AP exams and opportunities for small group instruction. Lab periods also provide students with time to access online remediation courses or general teacher support. The implementation of the campus-wide study hall program has promoted a culture focused on college attendance, instilling valuable skills like progress analysis and goal-setting as well as developing important social competencies like the confidence to communicate with and request support from instructors. While guidance is available from students’ advisors, students are encouraged to be self-directed. Students have responded well. Many regularly use the time to meet with peers and staff for study sessions or to work on projects. Others have used the time to schedule meetings with teachers for re-teaching sessions, exam retakes, assignment do-overs, and for feedback on progress.

School Programs

Developments in Technology: Grades 6-12

A significant development for all grades has been the achievement of a 1-to-1 student-to-laptop ratio and the acquisition of the appropriate digital infrastructure to support their function. Now, every student has access to an internet-connected laptop for use in the classroom. In addition, students receive a school email address and access to Google’s G Suite for Education programs (e.g. Google Docs, Forms, Slides, etc.). In the 2016-2017 school year, LALA’s Curriculum Council took the initial steps to consider the adoption of an instructional scope and sequence plan for digital literacy and computer skills.

Impact: Grades 6-12

LALA’s transition to a 1-to-1 school has had a large impact on instruction and has served as the catalyst for myriad other developments to be discussed in following sections.

The availability of instructional technology to both students and teachers alike is transforming the form and content of education at LALA. Through hands-on experience, students are gaining important 21st century digital literacy and computer skills. The incorporation of technology into teachers' lessons has had the added benefit of increasing student engagement.

Teachers regularly use Google Classroom and other digital platforms, and their lessons often include significant technology aspects. The SAMR model evaluates educational technology use against a continuum ranging from substitution to accommodation, modification, and redefinition. At the level of substitution, teachers employ technology to perform tasks previously accomplished without the use of technology, with no real qualitative change in teaching and learning. An example of substitution is when a teacher uses Google Classroom to distribute a digital worksheet to students. At the level of accommodation, teachers employ technology as an effective tool to help complete common tasks. Here, technology provides support or enhancements to previous teaching strategies as when a teacher uses Google Forms or Kahoot to give a formative assessment, allowing teachers and students access to immediate feedback. At the levels of modification and redefinition, teachers use technology as integral parts of their instructional practice and classroom technology becomes transformative. At the highest level of the SAMR continuum, teachers use technology to create opportunities that were previously inconceivable. At this level, technology is not seen as a means to an end but as inseparable from the learning experience. Classroom observations indicate faculty use of instructional technology increasingly trends toward higher levels as described by the SAMR model.

Curricular Developments: Grades 6-12

There have been a number of significant developments with curriculum and instruction since the last WASC visit. First, LALA has adopted new core and support materials for English language arts and math, leveraging recent investments in technology by adopting digital resources and platforms. For ELA, all grades have adopted McGraw-Hill's *Study Sync* as the core of their curriculum, a blended program delivered through the web-based platform *Connect Ed* and supplemented with printed materials. For ELA intervention and enrichment purposes, the middle school and high school grades have adopted the web-based computer-adaptive programs *Achieve3000* and *No Red Ink*, respectively. Both programs continually assess student levels and use that data to provide them with matching learning opportunities. The 2017-2018 academic school year is the second year of implementation for these ELA curriculums.

LALA also saw change in its math curriculum. For grades 9-12, LALA adopted a digitally-based curriculum for its math core, *Carnegie Learning for Math*. Like *Study Sync*, this curriculum is delivered in a blended-learning format and includes online computer-adaptive math resources for students. These web-based resources are used by LALA for intervention and enrichment purposes. In addition, LALA has restructured its high school math courses, transitioning from a sequence of Algebra 1, Geometry, and Algebra 2 courses to the current sequence of Integrated Math 1, 2, and 3. Further, LALA has added a Pre-Algebra course for incoming 9th grade students with low math proficiency to better prepare them for success in Integrated Math 1. Similarly, LALA added Advanced Placement (AP) Introduction to Computer Science as an enrichment opportunity for more advanced math

students. For grades 6-8, LALA has adopted the Center for Math and Teaching's *MathLinks* curriculum as its core instructional materials. While a number of *MathLinks*' lessons utilize digital resources (e.g. the math website Desmos), a full program of digital and computer-adaptive resources is not available. For this reason, LALA has adopted the use of the digital math program *Math ALEKS* to supplement *MathLinks*. Like the ELA intervention programs, *Math ALEKS* is computer-adaptive and continually adjusts its activities based on student progress. LALA is also in the second year of implementing its current math curriculums. All of LALA's adopted core curricula in math and ELA are Common-Core aligned and have been adopted as approved programs by the California State Board of Education.

LALA has matched the increase in math courses by expanding upon its academic course offerings in other subjects for high school students. Social science course options now include AP European History, AP U.S. History, Chicano Studies, Introduction to Social Activism, and Farming for Social Justice. Science courses now include Honors Chemistry, Marine Biology, and AP Environmental Science. English electives (available based on student interest) include Film and Gender Studies, Public Speaking and Communication, and Graphic Novels and Comics. LALA now offers an AP art option with AP Studio Art. LALA also offers students the possibility of concurrent enrollment with Mission College on the high school campus. Currently, students may take Psychology or Introductory Law college courses through concurrent enrollment.

Impact: Grades 6-12

LALA's curricular changes have improved its ability to deliver instruction to its students in many ways. *Study Sync*'s differentiation resources allow teachers to more easily tailor lessons and units for students by Lexile level and interest. In addition, LALA's use of *Study Sync*'s ELD components and resources for its designated ELD program allows teachers to more effectively build upon lessons from their core ELA class. The implementation of *Study Sync* has also improved the vertical articulation of LALA's ELA courses for students; now, they are more likely to progress from grade to grade and campus to campus and find the use of *Study Sync*'s familiar activities and strategies already in place.

LALA's transition to the use of *Achieve3000* and *No Red Ink* has provided many benefits. Both programs have allowed the school to focus on the specific skills of working with informational nonfiction texts. For grades 6-8, the content of the *Achieve3000*'s articles allows teachers to assign readings connected to students' history, science, and math classes, promoting the importance of literacy across the curriculum. Most significantly, as computer-adaptive programs, both continually adjust the materials and tasks presented to students so that they are never too hard or too easy. These type of personalized lessons allow individual students to perform in their own particular "zones of proximal development," the sweet spot of growth and learning.

In terms of data collection, only the 2017 CAASPP ELA results are available for consideration following the adoption of *Study Sync* and LALA's supplementary ELA intervention materials. In that year, LALA students generally performed at levels of achievement on par with the previous two years, seeing a slight decrease of three percentage points in the number of students meeting or exceeding standards. Some regression might have been expected considering the initial complexities and difficulties of transitioning to new curriculums. Two particular points of support for the new ELA

curriculum are the 2017 CAASPP ELA results for the 2021 cohort, who saw a gain of 12 percentage points over their 2016 figure, and the 2018 cohort, who had over 75 percent of their students meet or exceed standards. Firmer conclusions regarding the effectiveness of these curricula can only be made with the passage of more time.

Like the curriculum adoptions in ELA, LALA's new math curriculums are computer-adaptive and promote individualized student learning. LALA's implementation of *Math ALEKS* (for grades 6-8) and *Carnegie Learning for Math's* digital resources (for grades 9-12) for intervention purposes allows students to reap the benefits associated with computer-adaptive programs (as discussed earlier with *Achieve3000*). As with its new ELA resources, LALA is also in the second year of implementing its current math curriculums. Similarly, only the 2017 CAASPP math results can be considered in evaluating their effectiveness. Overall, the results from that year suggest a positive impact, with the rate of LALA students meeting or exceeding state math standards improving by six percentage points over the previous year.

In addition to the adoption of new math and ELA curricula, the impact of LALA's expanded high school course offerings has also been positive. Additional AP courses and concurrent enrollment courses have provided students with access to rigorous coursework and opportunities to earn college credit. Upon successful completion of these courses, students have become more confident in their ability to face academic challenges and to succeed in college. Based on student feedback, the new social justice-related courses of Chicano Studies, Activism, Film and Gender Studies, and Farming for Social Justice have increased self-pride and civic participation among LALA students.

Addition of Universal Access Periods: Grades 6-12

As noted in the previous section addressing changes to the school schedule, both middle and high school students are enrolled in a daily universal access period focused on meeting individual students' needs. It is during these periods that students use the new computer-adaptive programs discussed in the previous section. Typically, students divide four of these weekly periods between math and language arts and use the remaining period to pursue activities related to college and career readiness or social justice-related activities. Middle school students frequently use the remaining universal access period to participate in Global Awareness Hour, which combines exploration of current events and literacy development activities with a particular eye toward social justice issues.

Impact: Grades 6-12

The addition of universal access periods has provided dedicated time within the school day that can be flexibly tailored to fit students' individual needs. As such, LALA can utilize universal access to allot specific minutes for the delivery of programmatic supports such as Tier II interventions in English language arts and math (besides the use of computer-adaptive programs) or mandated services, like designated ELD instruction (as is the case for LALA's ELL students in grades 6-8). LALA's use of digital intervention programs during universal access engages students in personalized, self-directed academic programs, which frees teachers to form small groups or focus on individuals for targeted support. While most of this time is spent addressing academic needs, teachers also use this period to meet with students to discuss and support them with non-academic issues.

Addition of Designated ELD Instruction: Grades 6-12

LALA is sensitive to the needs of its ELL students and has taken steps to further support their academic achievement. For the middle school grades, LALA provides designated ELD instruction during the universal access period. In grades 6-8, ELL students are grouped together into a universal access class with their ELA teachers. Taking advantage of the flexible structure of the universal access periods, teachers use assessment data to form small groups for the purpose of receiving targeted ELA instruction. The remaining students engage in personalized ELD activities, ranging from completing *Achieve3000* or *StudySync* ELD lessons to working on literacy projects or assignments. For grades 9-12, ELL students at LALA are enrolled in a designated English support class of 75 minutes and an ELD lab class of 45 minutes in addition to those interventions provided through universal access.

Impact: Grades 6-12

LALA's provision of protected time and program support for designated ELD instruction has increased the time ELL students spend focused on specifically improving their English language skills. As noted in the previous review of their CAASPP ELA assessment results, a large gap exists between the percentage of LALA's ELL students who meet or exceed the state ELA standards and the percentage of LALA's general student population who likewise meets or exceeds standards. While LALA's recent ELD efforts have yet to ameliorate this performance gap, they have helped maintain the performance advantage LALA's ELL students have over their peers at the local resident school.

Developments that Promote LALA's College-Attendance Culture: Grades 6-12

A significant feature of LALA's mission is preparing its students for college. The school has taken a number of steps in the last three years to establish a school culture that promotes college attendance. For the middle school grades, LALA has been in the early stages of incorporating many of the strategies and features used by Advancement Via Individual Determination (AVID) Programs to support underachieving students in finding academic success and eventual college enrollment. For instance, following a central AVID practice, 2018 will be the third consecutive year LALA has taken each of its middle school grade levels to visit and tour at least one Southern California college or university. The use of Socratic Seminars, regular grade checks, and Cornell notes are all AVID-related initiatives implemented on the middle school campus. All of these strategies have been adopted for the purpose of familiarizing and preparing LALA's students for college attendance.

This push for the greater integration of AVID strategies into the middle school grades has been accompanied by similar changes for the high school grades. These developments are roughly organized around the addition of the College Center to the high school campus. Generally, the College Center aims to meet students' college-related needs such as choosing a university or completing an admission application. The Center is also associated with a host of other college-promotion initiatives, from organizing college field trips to LALA's campus-wide compulsory SAT exam and college application days.

Impact: Grades 6-12

LALA's efforts to promote college-attendance have had a positive impact. Recent developments have increased the number of LALA students with first-hand exposure to a college campus. Student enthusiasm and aspirations have risen. More students and families are familiar with admission requirements and have a better idea of what the college experience might be like. LALA seniors are better positioned than in the past to attend college as a consequence of LALA's willingness to dedicate parts of school days to take the SAT and to complete applications for admission.

Addition of the Athletic Program: Grades 9-12

The 2017-2018 school year marks the first year of LALA's California Interscholastic Federation (CIF) Athletic Program. LALA fields high school girls' and boys' teams for fall, winter, and spring seasons. LALA supplies student-athletes with all necessary uniforms and training resources and mandates that they maintain a minimum 2.5 GPA.

Impact: Grades 6 -12

The addition of the CIF athletic program has positively impacted student culture by increasing pride in the school. The athletic program has also impacted the middle school grades, whose students are now more committed to the idea of moving on to the high school campus. LALA has seen students who had previously left LALA after the 8th grade to attend high school elsewhere re-enroll—many based on input they received from current students and parent stakeholders. More predictably, the athletic program has had profound effects on its participants. Student-athletes are more motivated and have improved their attendance, punctuality, behavior, and GPAs. Previously unengaged students have transformed into school leaders. The CIF athletic program has improved both student attitudes towards school and student self-esteem as evidenced by the improvements referenced above.

Student Enrollment

There has been little change in the overall levels of enrollment at LALA. In the academic years from 2014 to 2017, LALA averaged a total number of 532 students, with a loss of ten students from 2015 to 2016 and a gain of 14 students the following year. Student enrollment by grade has remained relatively stable. See Table A. Enrollment figures also show little change in the racial diversity of LALA's student population. See Table B. While the percentages of other racial backgrounds represented by LALA's students fluctuate between single digits and tenths of percent, more than nine in ten LALA students come from a Latino family.

Table A: LALA Student Enrollment by Grade, 2014-2017

Grade	2014-2015	2015-2016	2016-2017
6	72	70	99
7	102	100	84
8	104	100	101
9	67	68	88
10	67	65	72
11	56	56	38
12	66	65	56
Total	534	524	538

Table B: LALA Student Population by Racial and Ethnic Background, 2014-2017

Race	2014-2015	2015-2016	2016-2017
Black or African American	0.7 %	0.2 %	0.6 %
American Indian or Alaska Native	0.0 %	0.7 %	0.4 %
Asian	3.9 %	3.7 %	3.3 %
Filipino	0.7 %	0.0 %	0.2 %
Hispanic or Latino	91.5 %	90.9 %	94.7 %
Native Hawaiian or Pacific Islander	0.7 %	0.2 %	0.2 %
White	0.7 %	1.7 %	0.6 %
Two or more races	1.9 %	0.4 %	0.2 %

The most striking change in enrollment involves LALA's student subpopulations. Though these subpopulations have remained relatively stable, the percentage of students

with disabilities does not account for the increased number of students who have only recently transitioned to LALA’s inclusion model from some other least restrictive environment setting. Likewise, the lack of change in LALA’s percentage of ELL students masks the changing nature of those students’ needs. A number of LALA’s recent ELL enrollees have been very recent immigrants with little to no formal instruction in English. The change in special populations that is most evident is the large growth in socioeconomically disadvantaged students. This population grew by 13 percentage points between 2014 and 2016 and has remained high since. See Table C.

Table C: LALA Student Population by Subgroup, 2014-2017

Population	2014-2015	2015-2016	2016-2017
Socioeconomically disadvantaged	79.2 %	92.4 %	88.5 %
English Learners	18.5 %	18.2 %	19.9 %
Students with disabilities	13.7 %	12.3 %	11.0 %
Foster Youth	0.0 %	0.6 %	0.0 %

Impact

The above-described developments in LALA’s enrollment have created greater challenges for the organization. The increased number of students who have emerging levels of English proficiency and/or who are transitioning to an inclusion model have created the need for additional support. LALA’s programmatic response to these changes was addressed in the section on changes to the school program. The surge in students from disadvantaged backgrounds and the continuing needs of LALA’s ELL students and students with disabilities created greater need for a broader and more comprehensive program of support services. This need led to the addition of a director-level position to the central office to oversee these efforts. This and other staffing changes are discussed in the following section.

Staff and Faculty Developments: Grades 6-12

Changes: Central Office

LALA operates as a consortium with its sister charter organization, Los Angeles Leadership Primary Academy. The two organizations share a central office and an executive director who manages both charters. Additions to this central office include:

- Tina Butler, Director of Student Support Services
- Tim Petty, Athletic Director
- Jose Mata, Assistant Principal in charge of Compliance and Instruction
- Elibes Linos, K-12 College and Career Clerk

Impact

The staff changes at the central office have provided needed supports in a variety of areas. The addition of the Director of Student Support Services position has provided structure, guidance, and oversight to the provision of expanding student services. The director created and manages the structure and processes required to deliver the supports necessary to students' academic success. The director is directly responsible for LALA's multi-tiered system of supports (MTSS) and coordinates its many constituent entities from the Special Education Department and SARB to the English Language Learners and GATE Programs. The addition of the Athletic Director has resulted in the establishment of LALA's CIF Athletic Program and its resulting benefits. Similarly, the K-12 College and Career Clerk has allowed the high school campus to open the College Center. The impact of both the CIF and the College Center programs was addressed in earlier sections. The additional K-12 assistant principal in charge of compliance and instruction has provided support with meeting organizational accountability requirements (e.g. LCAP, WASC), including those related to mandated student assessments (e.g. CAAASPP, NWEA). This additional support has freed site leaders to focus on other instructional and operational concerns.

Changes: Faculty and Staff for the Middle School Grades

A number of changes have occurred to the faculty and staff that service LALA's middle school grades. Under a recent organizational restructuring plan, LALA placed responsibility for grades 6-8 under the purview of the administrative team of Los Angeles Leadership Primary Academy, with whom LALA's middle school grades share a site. LALA also included administrator, dean of students, school counselor, and campus supervisor positions to support the middle grades as part of the new plan, with the school promoting a teacher to serve as the new dean. In addition, the 6th grade's return to a regular departmentalized schedule required a staffing change from teachers with multiple subject credentials to those with single subject credentials. In recent years, LALA has increased the number of paraprofessionals assigned to the middle school grades to six and has often hired skilled college graduates to fill these positions. The following list details these and other faculty changes. When appropriate, new positions, promotions, and changes due to credentialing requirements are noted in parentheses. In addition, the list identifies the four current faculty members who were elevated to serve as department co-chairs.

- Mr. Antonio Sanchez, K-8 Principal (promoted, new position under plan)
- Ms. Nereida Lopez, K-8 Assistant Principal (promoted, new position under plan)
- Ms. Eunice Woods, (new position under plan)
- Ms. Betsy Villanueva, K-8 Dean of Students (promoted, new position under plan)
- Dr. Kim Scott, K-8 Counselor (new position under plan)
- Ms. Stacey Somilleda, Science Teacher
- Mr. David Whitley, Science Teacher (new credentialing requirements)
- Ms. Joy Paul, Resource Teacher (open due to internal promotion)
- Ms. Julie Bolton, English Language Arts Teacher (new credentialing requirements)
- Mr. Alexander Cooper, History Teacher (new credentialing requirements)
- Ms. Xiomara Cabrera, Paraprofessional
- Ms. Olivia Mendoza, Paraprofessional
- Ms. Kizma Mier, Paraprofessional
- Ms. Yessenia Garcia Paraprofessional

- Ms. Joanna Perez, Paraprofessional
- Mr. Miguel Gonzalez, Campus Supervisor (new position under plan)
- Ms. Yadira Navarro, 6-8 Humanities Department Co-Chair
- Ms. Shannon Liao, 6-8 Humanities Department Co-Chair
- Ms. Kelli Silverstein, 6- 8 STEM Department Co-Chair
- Ms. Lisa Miranda, 6- 8 STEM Department Co-Chair

Impact

The organizational plan consolidating LALA's middle school grades with the leadership of the primary school's administrative team has had positive impacts. The move has created an efficiency in site decision-making and strengthened the connection between the two organizations. Whereas two principals had to previously coordinate and negotiate with one another to manage their respective schools on the same site, there is now one principal. The intra-organizational nature of the positions allows the new principal and team to efficiently and effectively build the supports students need as they move through the consortium's schools.

The increase in the number of paraprofessionals has allowed LALA's students with special needs to receive more than the number of minutes mandated by their individualized education plans (IEPs). While paraprofessionals are primarily employed to deliver these required service minutes, they also are available as resources for all students in the classrooms they serve. Unfortunately, one risk in hiring college-educated staff interested in education for these positions is the danger of losing them as they advance in their careers. Many have plans to become teachers, and it is not uncommon for the paraprofessionals that serve both the middle and high school grades to leave for teacher credential programs, substitute teaching positions, and other educational career opportunities. LALA's elevation of four middle school teachers to department chairs has also had significant impacts. The new positions allow LALA to utilize teacher leadership while offering other teachers professional peer support. Department chairs also provide another avenue for faculty input into organizational matters.

Changes: Faculty and Staff for the High School Grades

The faculty and staff servicing LALA's high school grades have experienced minimal change. The high school faculty has added two new additional positions: a social science position and a farm manager. As with the middle school grades, LALA elevated four current faculty members into teacher leadership positions: one position each to chair the 9-12 Humanities and 9-12 STEM departments and two mentor teachers. Faced with an open administrative position, LALA re-assigned its previous middle school assistant principal to serve as the high school's assistant principal. The following list details these and other staffing changes for the high school grades:

- Mr. Patrick Lazo, 9-12 Assistant Principal (re-assigned)
- Ms. Ines Amaya, High School Counselor
- Mr. Mario Soto, Social Science Teacher (new position)
- Mr. Daniel Munoz, Farm Manager (new position)
- Ms. Desirey Escutia, Paraprofessional
- Mr. Roy Garay, Paraprofessional
- Ms. Cecilia Sanchez, 9-12 Humanities Department Chair

- Ms. Katinka Titchnell, 9-12 STEM Department Chair
- Ms. Michelle Wirtz, Mentor Teacher
- Ms. Nancy Jimenez, Mentor Teacher

Impact

The stability in the faculty and staff at the high school campus has had positive impacts on the school. The addition of another social science instructor has allowed LALA to provide a greater array of course offerings (as described earlier). LALA's addition of a farm manager allows the school community to better utilize the school farm as an instructional resource. Currently, the farm manager collaborates with the instructors for Farming for Social Justice, AP Environmental Science, and Chemistry to arrange learning activities on the school farm site as well as organize class visits with primary school teachers at our sister charter school. LALA's decision to promote within the organization when possible (as was the case with the K-8 Dean of Students, 9-12 Assistant Principal, and the Assistant Principal in charge of Compliance and Instruction) allows these individuals to use their experience and knowledge of the school's culture and students to fulfill their new duties.

III: Ongoing School Improvement

LALA has sought greater focus in its organizational goals and began the process of consolidating the mandates of accreditation, oversight and accountability processes with the 2014 WASC visit. LALA has done this with the aims of avoiding an unnecessary duplication of effort and ensuring that the products produced by these processes align with one another into a coherent unified vision. LALA began this effort in earnest with the school’s LCAP and WASC action plans, using the latter as the starting point for developing the former. For two of the WASC action plan goals, three iterations produced little more than rewordings of the originals, with no change in their spirit or intent; however, this process has resulted in the remaining actions from the original 2014 report being subsumed by larger LCAP goals. See Table D to compare the 2014 WASC Action Plans and their analogous 2017 LCAP Goal.

Table D: 2014 WASC Areas of Improvement and their Analogous 2016-2017 LCAP Goals

2014 WASC Area of Improvement	2016-2017 LCAP Goal
<p>Students at LA Leadership Academy will demonstrate grade level proficiency of English literacy in nonfiction and fiction as outlined in CCSS. (Action Plan #1)</p>	<p>Increase student literacy as measured by the CCSS. (LCAP Goal #4)</p>
<p>Students at LA Leadership Academy will demonstrate proficiency with math Common Core grade level standards. (Action Plan #2)</p>	<p>Increase math performance and ability as measured by the CCSS. (LCAP Goal #5)</p>
<p>At LA Leadership Academy, college and career readiness skills will be integrated in all core classes:</p> <ul style="list-style-type: none"> ● Learning and Innovation Skills: critical thinking, collaboration, written and communication, creativity, and civic awareness ● Life and Career Skills ● Information, Media and Technology Skills <p>LALA will develop aligned foreign Language Programs to ensure continuity between Primary, Middle School, and High School as recommended by the WASC visiting committee. (Action Plan #3)</p>	<p>Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California-adopted state standards that prepares students for college and their future careers. (LCAP Goal #1)</p>

<p>LA Leadership Academy’s social justice mission will be fulfilled through:</p> <ul style="list-style-type: none"> ● socially just pedagogy: differentiated instruction that supports learning opportunities and a voice for all students ● adopt a 6-12 curriculum to develop respect for and appreciation of differences and opposition to discrimination on the basis of race, national or ethnic origin, gender, religion, age, social, physical or mental condition, language, sexual orientation, etc; ● opportunities for student activism: performance tasks for core courses and extracurricular activities <p>(Action Plan #4)</p>	<p>Implement a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. (LCAP Goal #2, Action 6)</p>
<p>LALA will create and implement a responsive professional development program and enhance articulation between middle level and HS programs as recommended by the WASC Visiting Committee. (Action Plan #5)</p>	<p>Provide ongoing professional development to support effective teaching practices and the implementation of the Common Core and other state-adopted standards. (LCAP Goal #1, Action 2)</p>

Stakeholder Input Processes

The purposeful connection between LALA’s LCAP and WASC action plans is important to note as the school collects data and input for both concurrently. Consequently, though they have not always been informed of the connection, stakeholders have considered the 2014 WASC final action plans and the school’s LCAP goals in tandem. LALA’s school improvement process is a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, leading them to refine the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALA’s students—is always clear to stakeholders. The process is characterized by information-sharing between stakeholders that is clear, accurate, and transparent and punctuated by a multitude of opportunities for stakeholders to express their opinions.

A corollary to LALA’s commitment to stakeholder communication is the necessity of providing reliable data and objective evidence that can serve as the basis for productive discussions, and ultimately, rational decisions. Teachers and administrators have worked closely to deliver measurable results that are aligned to and can be analyzed against our schoolwide action plan. Data analyzed include results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, the SAT and PSAT

from schoolwide compulsory sessions for grades 9-12, CELDT, course finals, unit summative assessments, schoolwide quarterly writing benchmarks, and LALA's intervention and enrichment programs. Faculty and administrators use weekly staff meetings, bi-weekly department meetings, and bi-weekly grade level meetings to discuss data and their implications.

While administrators often receive suggestions for improvement during these data analysis sessions with faculty, LALA has established other formal opportunities for teachers to provide their input. LALA regularly surveys its faculty on various topics ranging from student discipline to LALA's professional development program. Teachers have seats reserved on LALA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council. In addition, these councils provide not just faculty members, but all stakeholders, the opportunity to provide input at their meetings, all of which are always open to the public. Teachers also have direct access to LALA's Executive Director, who maintains an open door policy and often hosts listening forums with the faculty.

Similar practices govern how LALA shares data and collects input from its other stakeholders. LALA arranges and invites parents to a variety of forums focused on presenting school improvement data and collecting input. During open forums and Coffee with the Principal meetings, administrators and parents review school-wide student data and evaluate the alignment of the school's mission with actual learning outcomes. These sessions provide parents with opportunities to dialogue about progress and make suggestions for improvement. Like the aforementioned councils, parents and other stakeholders are invited to bi-monthly meetings of the school's Board of Directors. During these sessions, administrators deliver reports regarding academic achievement data and their consequent plans. It is a practice of the LALA Board of Directors to reserve time at every meeting for commentary that is open to all stakeholders. In addition to forums and meetings, LALA engages in regular communications with families to update them on their students and the school as a whole. Parents receive phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. The school supplies families with online access to their students' grades in PowerSchool (LALA's student information system) and many of their students' online Google Classrooms. The school regularly schedules conferences with the families of students facing difficulties. LALA sees its families as important partners and regularly invests in development of these relationships. In addition to regular parent workshops, LALA's Executive Director leads a monthly parent book club, whose purpose is to build parent capacity and leadership.

Students also receive multiple opportunities to review individual and school level academic data. The school schedule includes time for advisors to meet with students to monitor course progress, share and reflect on performance data, and set personalized goals. School administrators meet with students through grade level assemblies to share school-wide results and other important information. School counselors meet with students individually and in groups throughout the school year regarding progress towards graduation and higher education options based on course grades, PSAT, and SAT data. LALA provides all students with digital access to their grades through PowerSchool and oftentimes through other online platforms like Google Classroom or Edmodo.

Like all stakeholders, students have the right to speak at any of the school's council or board meetings. Because LALA believes in the importance of student voice, it has created

structures to ensure student opinions are considered in the development of school improvement plans. First, LALA provides all students advisors, who, among other roles, serve as their advocates and express student concerns and perspectives about developments at school to site leaders. Second, LALA supports two student leadership groups—one each for the middle and high school grades. In addition to planning school events and fundraisers, these groups voice and champion student initiatives and interests and have regular established communication channels with school administrators. A final effort to gather student input is LALA’s series of student surveys and forums. LALA conducts an annual survey of student opinions on the school’s programs and culture and other surveys, as needed. As with teachers and families, the Executive Director also hosts a number of student forums to give students an opportunity to make their views known.

Preparation of the Current Report

To begin the current report, LALA created an ad hoc committee charged with its completion. The group included LALA’s Executive Director, the K-8 and 9-12 principals, the assistant principal in charge of compliance, and the school’s department chairs and mentor teachers. In preparing the report, the group considered data produced by LALA’s ongoing school improvement process discussed above. Though cognizant of response fatigue from stakeholders, the ad hoc committee also established a program of additional data activities for this specific task. For parents and families, the two principals dedicated a number of their regular Coffee with the Principal meetings to specifically addressing WASC and soliciting input. For students, the committee used surveys to collect input. For teachers, the committee arranged a series of WASC focus sessions. During these sessions, the faculty reviewed the action items and tasks from the original 2014 Final Action Plan. Led by the chairs and mentor teachers, the faculty evaluated the school’s efforts on each action item by department and by grade level. These session reports provided specific data on LALA’s progress and confirmed where the school had departed from its original plan to pursue alternative options. In addition, the reports provided faculty suggestions on how to move toward the successful completion of the plans. The committee took these varying data sources and perspectives and synthesized them into the current report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

LALA has made progress in implementing the 2014 report's action plans. While the school's efforts have stayed true to the spirit and intent of the plans and their action items, LALA implementation diverged at times from the plans' specific tasks and actions, especially when more advantageous alternatives presented themselves. The following section addresses each action plan and LALA's status in establishing the means for their monitoring and evaluation, completing their specific tasks and actions, and meeting the plans' growth targets. The concluding section present refinements to the original plan.

Action Plan #1: **English literacy in nonfiction and fiction as outlined in the CCSS**

The first action plan from the 2014 WASC report centered on generally improving students' levels of English literacy. With some modification, LALA has fully implemented the plan's stated means of monitoring and evaluating the school's progress. The plan presented seven action items. First, the plan asked LALA to pilot a schoolwide reading program. While LALA has successfully completed this item, there has been a minor change. The item's specific task intended for LALA to use *Accelerated Reader*, an online program used to track reading development, as the basis for the school's reading program. However, LALA adopted *Achieve3000* as the program's core instead. Among other advantages, the program change has allowed LALA to focus students on reading nonfiction informational texts as well as build upon the content knowledge from their core classes. See discussion on *Achieve3000* and its impacts in Section II.

The second action item asked LALA to promote literacy as part of the school culture, specifically requesting designated time for sustained and silent reading (SSR) during the school day, establishment of student self-analysis and goal-setting, and semester reading challenges. LALA has also met this action item with some modification. The school does designate SSR time for all students, with middle school students receiving time during both universal access and ELA periods and high school students during universal access only. In addition, student data analysis and goal-setting are established practices of LALA's advisory program. Though not framed as specific semester reading challenges, LALA has also instituted practices that serve to recognize students' levels of reading achievement as well as motivate growth in their reading performance (e.g. awards and incentives for high achievers, largest growth, and any who have increased performance levels).

LALA also met the plan's third and fourth action items, which focused on supplying teachers and students with additional support. For the third action item, LALA was asked to identify and implement best practices for nonfiction reading by providing faculty with training for Tier Two vocabulary and professional development from the Frostig Center aimed at close reading strategies and text-dependent questions. LALA provided these trainings to faculty in the 2014-2015 academic school year and site leaders have been monitoring the use of literacy instructional strategies across all content areas. In a recent

round of bargaining with LALA's teacher union, LALA bargained for the required inclusion of some element of literacy instruction in all teachers' lesson plans. Similarly, the plan's fourth action item asked LALA to provide additional academic support to its students. As noted in a previous section on changes to the daily schedule, LALA has increased the time available for faculty to address individual student needs.

The plan's fifth action item focuses on increasing the breadth and depth of ELA support at LALA. Focusing on support throughout the curriculum, this action item seeks to increase the use of differentiated instruction across all academic areas. As suggested by the plan, LALA has sought to identify and implement best practices in differentiated instruction and blended learning through cycles of professional development. Again, LALA negotiated with its teacher union to require all faculty members' lesson plans to include and list their differentiation strategies. In addition, LALA's recent adoption of various digital curriculums, particularly *StudySync*, provides teachers the ability to more easily differentiate course material. The plan's sixth action item focuses on increasing the depth of ELA support and necessitates the addition of an ELD teacher for grades 9 through 12. LALA also followed through with this action item and has a credentialed ELD instructor for the high school grades assigned to teach supplementary designated ELD courses. The plan's final action item involved initiating a pilot program to provide greater reading support for the high school grades. The original tasks involved the consideration of Read180, which LALA considered and ultimately decided against. As noted, the high school's current schoolwide reading program utilizes the program *No Red Ink*.

Despite LALA's relative success implementing the plan, the school did not meet the plan's expected growth target. LALA's goal was for 75 percent of its students to increase their grade level literacy by 1.5 grade levels, or maintain or exceed grade level literacy every year through their senior year in high school. As reported in earlier data analyses, this is not the case. However, there is data to suggest that LALA cohorts generally improve the number of students who meet or exceed state ELA standards as they progress through LALA, and the trends indicate upward growth through the CAASPP performance levels. Looking at data from the cohorts' junior years (toward the end of their LALA academic careers), one can observe LALA cohorts that often approach the 75 percent mark. In fact, in 2017, 76 percent of the 2018 cohort performed at or exceeded state ELA standards.

Action Plan #2: **Math numeracy as outlined by CCSS**

The second action plan from the 2014 WASC report focuses on improving students' levels of math performance. The plan's first action item asked for the implementation of NWEA as the core of a school-wide math benchmark assessment program (NWEA). LALA has met this action item and its specific tasks. Teachers received initial training on the use and analysis of NWEA data with administrators providing support to keep these skills fresh. The school administers NWEA MAP math, reading, and language assessments three times a year and uses the results to inform instructional decisions. LALA also met the plan's second action item, which called for the selection of math curriculum. The action item requested that LALA's math adoption include EL support as well as a technology component. LALA selected *MathLinks* for its middle grades and *Carnegie Learning for Math*

for its high school grades, both of which include EL support resources. The high school grades utilize the digital resources of their core math curriculum, but because *MathLinks* lacks these features, the middle school grades have adopted *Math ALEKS* for the digital component.

The plan's remaining three action items are characterized by the desire to either increase the quality or amount of math instruction offered to LALA students. The third action item focuses on quality, asking LALA to identify and implement best practices in math. The item's specific tasks involved arranging training for math faculty. LALA met the provisions of the plan by scheduling a program of professional development for math teachers, backed by monitoring and refinement by instructional leaders. In looking externally for expert support, LALA math teachers have worked with various training providers including WestEd and the Center for Math and Teaching, the creator of the middle school curriculum. In the case of the latter, LALA was able to schedule a number of in-depth lesson study cycles with the principal founder and developer of the company and its materials. The fourth action item centers on increasing the amount of support received by students who struggle in math. LALA has addressed this task through changes to both the school schedule and program previously discussed in Section II. The plan's last action item sought to increase differentiated instruction across all academic areas. LALA has addressed this in a number of ways. In addition to the use of computer-adaptive programs and an increase in the number of paraprofessionals (noted earlier in Section II), LALA has dedicated a number of sessions on the organization's professional development plan to the topic of differentiation.

Although LALA made great progress in implementing the second action plan and its items, these efforts have not been reflected in student assessment data. Although the original action plan uses proficiency on the defunct STAR math assessment and California High School Exit Exam (CAHSEE) as metrics for its growth target, it is not difficult to translate their rates of proficiency to the current CAASPP system. The previous target expected 40 percent of LALA students to be proficient on the STAR math test. While there are some bright spots (e.g. 2021 cohort's growth in 2017), the overall three-year average of the percentage of LALA students meeting or exceeding standards on CAASPP math falls below that mark at 16 percent. No equivalent to the CAHSEE is currently in place.

Action Plan #3: **College and Career Ready**

The 2014 final report's third action plan concerned itself with the readiness of LALA students for their future college attendance and careers. Specifically, the plan asked LALA to integrate college and career skills into all core classes, particularly learning and innovation skills (or the "5-Cs"—critical thinking, collaboration, communication, creativity and civic awareness); life and career skills; and information, media and technology skills. In addition, the plan intended for LALA to develop an aligned foreign language middle school program that creates continuity for consortium students as they transition from the school's dual language Spanish-immersion charter primary academy to LALA's middle school grades as well as prepare students for participation in the secondary grades' foreign language courses. The plan included three action items: 1) to provide explicit instruction of 21st century college and career readiness skills, 2) to review the curriculum and

assessment options for the middle school foreign language courses, and 3) to gain data on alumni progress.

LALA has made steady progress on fully implementing this plan. To provide instruction of 21st century skills, LALA has integrated these standards into the school's implementation of project-based learning models. To support this development, faculty and school leaders have received a number of trainings on the subject, including Los Angeles County of Education's two-session series based on curriculum from the Buck Institute for Education. In addition, LALA negotiated for its collective bargaining agreement to require faculty lesson plans to document explicitly how lessons are addressing 21st century skills. In regards to establishing a middle school foreign language program, LALA completed the specified second task of selecting and adopting a curriculum, McGraw Hill's *Maravillas*. The selection will smooth the transition for students coming from the primary academy, as *Maravillas* aligns to and mirrors their adopted language arts curriculum. While the middle school has offered Spanish as an elective in previous years, LALA remains in the process of establishing a more complete foreign language program that is coherently integrated into the larger curriculum and schedule. The last action item has asked LALA to begin collecting more extensive data on the school's alumni. Though more work remains, LALA has taken the initial steps to strengthen bonds with our graduates and has assigned responsibility for alumni relations to the counseling department. These efforts have produced some preliminary data on their college and post-graduation experiences.

The plan's growth target expects 75 percent of LALA's students to be proficient with the 21st century standards. Based on classroom observations, teachers regularly provide opportunities to students to demonstrate their mastery of these skills with a vast majority of them doing so and at increasingly higher levels. Although observational data suggest that we have met this plan's growth target and that 75 percent of LALA students can demonstrate proficiency, a more systematic process for assessing LALA's progress is necessary for all grades. Currently, only seniors have a method of assessment.

Action Plan #4: **Fulfill Social Justice Mission**

In their 2014 report's penultimate plan, WASC visiting team asked LALA to focus on fulfilling its social justice mission. This fourth plan emphasizes LALA's needs for a socially just pedagogy (that gives students a voice and provides the necessary differentiation to support their learning), the adoption of a 6-12 social justice curriculum, and opportunities for student activism both within the school's core, extra, and co-curricular programs. To progress toward this goal, the plan presented a set of four action items and related tasks, which LALA has met to varying degrees.

The plan's first action item requested that LALA make better use of the school's Mandala words, the set of values that align to our charter's social justice mission: scholar, creator, activist, love, courage, community, inquiry, well-being, integrity, and empowerment. Specifically, WASC tasked LALA with promoting these words as part of the school culture, integrating them into teachers' core lessons, and using them for student reflections.

LALA has taken a number of steps to meet the provisions of this action item. For instance, LALA's middle school grades use each month of school to focus on a different

Mandala word. Likewise, LALA promotes the Mandala words by aligning many school awards and recognitions to these values, as is the case during the middle grades' culmination ceremony, where annual awards are given to the best scholar, creator, and activist. Similarly, LALA has embedded its Mandala words into the school's system of positive behavior interventions and supports (PBIS). In that context, the Mandala words anchor the school's Tier I behavioral expectations and become the basis for reflection in the resolution of student discipline issues.

LALA's promotion of its Mandala words has extended into the schools' curriculums and has helped fulfill the plan's last action task of creating greater student opportunities for participatory learning and activism. LALA has continued to embed social justice concerns throughout the core curriculum as well as expand course offerings to include a number of new social justice related courses for high school students: Farming for Social Justice, Introduction to Activism, Chicano Studies, Examining Cultural Diversity and Gender through Literature and Film, and Student Leadership. LALA has also maintained its social justice teach-in program. Held regularly throughout the year and proceeding as whole-day programs of instruction, teach-ins provide students opportunities to engage in instructional activities explicitly themed around a Mandala word and a social justice issue in a sustained and focused manner. For example, an earlier teach-in this year focused on the Mandala word "scholar" and tackled the issue of educational access in developing nations. To showcase their social justice development, LALA seniors complete the culminating capstone project, "My LALA, My Life," which details their progress along the school's Mandala words and associated student learner outcomes. For these efforts, LALA received a Civic Award of Distinction in the spring of 2017 from the Judicial Council of California, recognizing the school for the level of civics integration in its programs.

The plan's remaining two action items focus on increasing differentiation (since a socially just education would be accessible and equitable to all) and adopting a curriculum that focuses on tolerance and global acceptance. As noted earlier, LALA has addressed the first request for increased differentiation through a number of efforts already (e.g. increased number of paraprofessionals, better training for faculty in differentiating lessons, newly-adopted curriculum). In attempting to meet the second request, LALA considered a number of character education curriculums for implementation (e.g. *MindUp*, *Rock Your World*, *We Day*) and have piloted a number in recent years. However, LALA has found each particular program wanting or unsatisfactory in some way. In the meantime, LALA continues to pull from different sources to form a makeshift curriculum to meet its students' particular social justice needs and interests.

LALA is approaching the four growth targets set by this fourth action plan. Two of these targets have been fully met. While the target expects only 75 percent of faculty lessons to include differentiation, every LALA lesson does so. Similarly, the target also expects three-quarters of LALA's students to complete a culminating project that presents their social justice efforts. In fact, 100 percent of LALA's graduating seniors complete the "My LALA, My Life" capstone. Evidence suggests LALA has made strides toward meeting the other two growth targets, but there are challenges in gauging LALA's exact level of progress. One goal expects 75 percent of LALA's students to achieve LALA's student learning outcomes (SLOs). The other has LALA aim for 25 percent of its teachers' lessons to include an activism component. An abundance of anecdotal evidence is available to show that both occur. Teachers undoubtedly promote social justice but are not required to note

how this is expressed in their lessons plans. While the social justice components of lessons can be obvious in many instances, some cases will require teachers to identify these elements for those not participating in the lesson (which teachers currently do not do). Likewise, a large majority of students understand the social justice mission of the school. However, to what level and extent this is true is generally unclear. These challenges are addressed by refinements to the action plan presented in Section V.

Action Plan #5:

Common-Core Ready Professional Development Plan

The imperatives of the final action plan from the 2014 report were twofold: 1) to create a responsive Professional Development Program, whose immediate concern would be to prepare the faculty for instruction under the Common Core State Standards and 2) to enhance the articulation between the middle level and high school programs. The plan asked LALA to complete two action items: 1) to understand the professional development needs of its teachers and 2) to create and implement a professional development plan based on student needs. LALA completed these items and has maintained the resulting Professional Development Program since.

LALA has three growth targets with respect to this plan. It was expected that 90 percent of LALA's teachers would report they felt competent in teaching the Common Core State Standards at the end of 2014, that each year would begin with a professional development plan based on teacher and school-wide goals, and that each year's professional development plan would be unique to each department's specific needs. Unfortunately, data collected for the purposes of the first goal are no longer available. However, LALA believes this is important data to collect moving forward and proposes to do so in the refinements to this plan. LALA continues to meet the two recurring growth targets set by the plan. LALA's Professional Development Program lays out the school's annual training strategy for improving teachers' ability to service our students' needs. Principals finalize these plans using faculty input, student and program data, and consideration of the organization's current goals and initiatives. The consequent sessions target needs as a collective faculty and by campus, grade, and department as appropriate. When financially possible, LALA continues to support reasonable teacher-initiated requests for trainings meeting pressing needs or complementary to that year's plan. Based on teacher input, LALA has initiated the implementation of professional learning communities (PLC) within its professional development plan.

V: Schoolwide Action Plan Refinements

This report concludes with a discussion of the refinements made to LALA's single schoolwide action plan. In the school's updated plan, the substantive focus of each of the original plans remains the same. In the sections that follow, a discussion of the particular changes to each action plan are noted and explained.

Action Plan #1:

English Literacy in Non-fiction and Fiction as Outlined in CCSS

LALA made refinements to align its first action plan to the current circumstances at the school. First, LALA updated provisions involving data analyses to reflect the changes in the available sources of data. For instance, this plan's rationale is now based on NWEA and CAASPP data rather than results from STAR testing or *Accelerated Reader*. Second, there are changes to the plan's growth targets. In addition to setting the metrics to use the data available, LALA has aligned the benchmark levels of student performance to those found in LALA's LCAP and recently renewed charter. Next, there have been changes to the plan's action items and their associated specific tasks. Five of the seven action items went unchanged while the first and last action items reflect the completion of their previous iterations. Now, the first action item asks for adjustments in the delivery of the school reading program rather than requesting its implementation. In the case of the final action item, the school piloted the proposed program and decided against its use; it has been removed in the update.

Not surprisingly, the largest changes in the plan are in the specific tasks and the consequent delegation of responsibility, identification of resources, and establishment of a timeline. In requesting adjustments to LALA's schoolwide reading program, the first action item asks LALA to complete three tasks. First, it asks that LALA continue its practices of data review with teachers to support making sound instructional decisions and with students to motivate improved performance. Second, the plan asks LALA to analyze the effectiveness of the adopted programs and how they might be improved upon. The final task specifies that LALA produce from these analyses protocols and structures that increase accountability and improve use of these programs.

The second action item now has three new specific tasks and retains a fourth task from the original plan (i.e. continued student self-analysis and goal-setting). The first new task asks LALA to implement a program that incentivizes reading. This program is to be conducted by semester and fill the need for the plan's previous request for Reading Challenges. Second, the item asks for LALA faculty to use collaboration time to investigate and pursue cross-curricular project opportunities that include meaningful literacy components. This serves to promote literacy across the curriculum and the idea that literacy does not end with the close of English courses. Lastly, the item asks LALA to expand access to low-Lexile, high interest books as well as electronic reading materials like e-books to encourage literacy among developing readers.

The third item's new tasks build on LALA's initial work identifying and implementing best practices in reading. Now, this item asks LALA to assess the effectiveness of these literacy practices and instructional strategies and codify those

expected to be implemented schoolwide. LALA is also tasked with assessing teachers’ ability to use the expected practices and maintaining their proficiency at doing so through professional development trainings. Likewise, the fourth action item builds upon progress already made. Originally, LALA was expected to provide additional academic support to its students and has done so through scheduling and programmatic changes. Now, the action item asks LALA to engage in a cycle of evaluating these changes and making necessary adjustments. The item also asks LALA to help its students gain access to technology beyond school hours and campus. With the transition to digital curriculums, the likelihood that students will need computer and internet access at home has increased. The plan’s fifth action item continues to concern itself with the improved implementation of differentiation practices. The specific tasks related to this item will be completed in tandem with those for the third action item, which outlines tasks for the assessment of reading instructional practices.

The last action item specifies next steps for the high school ELD teacher. The plan assumes that teacher will continue teaching periods of designated ELD and co-teach with ELL students’ core content course instructors as laid out by the original plan. The updated version now tasks LALA’s administrators, in conjunction with the ELD teacher and ELA department, to create a school-wide portfolio system that centralizes data on each ELL student, which might include NWEA test performance, writing samples, reading goals and achievement, interventions received and their effectiveness, the student’s reflections on personal progress, as well as miscellaneous topics like their hobbies and favorite activities. The portfolio would be consistently updated and be easily accessible to a student’s instructors, who would use it to tailor instruction.

ACTION PLAN # 1: ENGLISH LITERACY IN NON-FICTION AND FICTION AS OUTLINED IN CCSS	
AREA OF IMPROVEMENT	Students at LA Leadership Academy will demonstrate grade level proficiency of English literacy in non-fiction and fiction as outlined in CCSS.
SCHOOL-WIDE LEARNER OUTCOMES	1.1, 1.2, 1.3, 1.4, 2.1, 2.2
RATIONALE	Analyses of data from NWEA, CAASPP and school intervention programs indicate the need to improve student literacy skills at all grades. Students struggle to access high-level academic text and vocabulary across disciplines. English language learners (a significant subgroup) must make exponential gains to be college and career ready by graduation.
GROWTH TARGET	By the end of the 2019-2020 school year: <ul style="list-style-type: none"> ● 47% of students or at or above the grade norm RIT level in NWEA MAP Language (with 39% in 2018 and 43% in 2019) ● 70% of students meet their growth target in NWEA MAP Language (with 62% in 2018 and 66% in 2019) ● 49% of students or at or above the grade norm RIT level in NWEA

	<p>MAP Reading (with 41% in 2018 and 45% in 2019)</p> <ul style="list-style-type: none"> ● 72% of students meet their growth target in NWEA MAP Reading (with 64% in 2018 and 68% in 2019) ● 60% of students will meet or exceed state ELA standards on CAASPP (with 50% in 2018 and 55% in 2019)
<p style="text-align: center;">MEANS OF MONITORING AND EVALUATING</p> <ul style="list-style-type: none"> ● Regular assessment and data collection of student literacy levels ● NWEA Testing three times a year ● Quarterly review of data during professional development ● Organizational analyses of student and program data to review progress toward goal and evaluate effectiveness of programs 	<p style="text-align: center;">REPORT PROGRESS</p> <ul style="list-style-type: none"> ● Awards Ceremonies every five weeks ● Parent/Teacher/Student Conferences ● Quarterly Progress Reports Grade-level Meetings ● Department Data Analysis ● Student Data Self-Analysis ● Bi-monthly data presentations to Board of Directors and community

ACTION ITEM	SPECIFIC TASKS/ACTIONS	RESPONSIBLE PERSON INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	WAYS OF ASSESSING STUDENT ACHIEVEMENT	TIMELINE
Adjust schoolwide reading program	<p>Data review with teachers and students</p> <p>Conduct evaluation of adopted programs</p> <p>Establish program procedures / accountability structures</p>	Admin All faculty	<p><i>Achieve3000</i> trainings</p> <p>PLCs</p>	<p>Intervention program data</p> <p>NWEA</p> <p>CAASPP interim assessments</p>	<p>Data review with teachers at least quarterly; bi-monthly with students</p> <p>Program evaluation before program license renewals</p> <p>Procedures by beginning of 2018-2019 AY</p>

<p>Promote literacy as part of school culture</p>	<p>Incentives for reading by semester</p> <p>Student self-analysis and goal-setting</p> <p>Investigate and pursue cross-curricular literacy projects</p> <p>Expand student access to low-Lexile, high interest books as well e-books</p>	<p>Admin and advisors</p>	<p>Trainings on motivation, literacy, EL, differentiation</p>	<p>NWEA</p> <p>Teacher observations</p> <p>Student survey data</p>	<p>Incentives program by beginning of 2018-2019 AY</p> <p>Student analysis and goal-setting bi-monthly</p> <p>Cross-curricular literacy projects ongoing</p> <p>Books added by beginning of 2020 school year</p>
<p>Identify and Implement Best Practices for Non-fiction Reading</p>	<p>Assess and codify expected schoolwide literacy practices and instructional strategies</p> <p>Survey teachers regarding supports needed to use expected practices</p> <p>Maintain faculty's ability to implement practices through PD and resource allocation</p>	<p>Admin</p> <p>Teachers</p> <p>Mentor teachers</p>	<p>PD sessions on literacy</p> <p>PLCs</p>	<p>Classroom observations</p> <p>Lesson plans</p> <p>NWEA</p> <p>CAASPP</p> <p>Intervention program data</p>	<p>Codify practices and strategies before start of 2018-2019 AY, revisit annually</p> <p>Survey teachers at year-end, annually</p> <p>Maintenance trainings scheduled as part of PD calendar</p>
<p>Additional academic support</p>	<p>Evaluate recent academic ELA support</p>	<p>Admin</p> <p>Teachers</p>	<p>Grade checks in advisory</p>	<p>Teacher Observations</p>	<p>Evaluate recent academic programs before</p>

	<p>programs</p> <p>Investigate options for increasing student access to technology and the internet at home and after school hours</p>	<p>After school program coordinators</p> <p>Community partners</p>	<p>Differentiated intervention for students</p> <p>After school tutoring opportunities</p> <p>PLCs</p>	<p>Quarterly progress reports</p> <p>NWEA</p> <p>Intervention program data</p>	<p>the start of 2018</p>
<p>Increased use of differentiated instruction in all academic areas to meet needs of each student</p>	<p>Assess and codify expected differentiation strategies</p> <p>Survey teachers regarding supports needed to use expected practices</p> <p>Maintain faculty's ability to implement practices through PD, resource allocation</p>	<p>Admin</p> <p>Teachers</p>	<p>Differentiation PDs</p> <p>PLCs</p> <p>Faculty survey</p> <p>Curriculum differentiation resources</p> <p>NWEA on continuum of learning resources</p> <p>Depth and complexity resources</p>	<p>Informal and formal observations</p> <p>Unit / Lesson Plans</p> <p>Student work samples</p> <p>NWEA</p> <p>CAASPP</p> <p>Intervention program data</p>	<p>Codify practices and strategies before start of 2018-2019 AY, revisit annually</p> <p>Survey teachers at year-end, annually</p> <p>Maintenance trainings scheduled as part of PD calendar</p>
<p>HS ELD Teacher</p>	<p>Pilot a system of "EL learner plans"</p>	<p>HS ELD teacher</p> <p>Faculty</p> <p>Admin</p> <p>Curriculum Council</p>	<p>NWEA</p> <p>CAASPP</p> <p>CELDT</p>	<p>Teacher observations</p> <p>EL learner plans</p> <p>NWEA</p> <p>CAASPP</p> <p>CELDT</p>	<p>Pilot system by start of 2018</p>

Action Plan #2:
Math Numeracy as Outlined by CCSS

LALA’s refinements to the second action plan are logical updates to developments at the school. As with the first action plan, LALA updated provisions involving assessments to reflect the currently available data. There are also analogous changes to this plan’s growth targets, with the update aligning future benchmarks of student math performance to those found in LALA’s LCAP and recently renewed charter. While there are no substantive changes or additions to the plan’s action items, their associated tasks evolved to account for LALA’s progress. The first updated item asks LALA to enhance the benchmark system that was requested by the original 2014 report. Specifically, LALA is called to continue its systems of data review with teachers and students as well as enact a motivational system that teaches and incentivizes effort and resiliency. The second action item calls for an evaluation of the recently-adopted math curriculums, especially through the use of lesson study cycles that include in-depth collaborative observations and analyses of data. The same action item calls for an evaluation of LALA’s digital math intervention programs, to be completed in tandem with the analysis of ELA programs. The remaining three action items mirror action items for ELA, calling for LALA to study implementation of best practices, additional support programs, and differentiation strategies. The specific tasks for these items will be combined with the related efforts in ELA and will be done in tandem.

ACTION PLAN #2: MATH NUMERACY AS OUTLINED BY CCSS	
AREA OF IMPROVEMENT	Students at LA Leadership Academy will demonstrate proficiency of math Common Core grade level standards
SCHOOL-WIDE LEARNER OUTCOMES	1.1, 1.2, 1.3, 1.4, 2.1, 2.2
RATIONALE	Analyses of data from NWEA, CAASPP and school intervention programs indicate the need to improve student math skills.
GROWTH TARGET	By the end of the 2019-2020 school year: <ul style="list-style-type: none"> ● 40% of students or at or above the grade norm RIT level in NWEA MAP math (with 32% in 2018 and 36% in 2019) ● 71% of students meet their growth target in NWEA MAP Math (with 63% in 2018 and 67% in 2019) ● 33% of students will meet or exceed state ELA standards on CAASPP (with 23% in 2018 and 28% in 2019)

<p style="text-align: center;">MEANS OF MONITORING AND EVALUATING</p> <ul style="list-style-type: none"> ● Regular assessment and data collection of math performance levels ● NWEA Testing three times a year ● Quarterly review of data during professional development ● Organizational analyses of student and program data to review progress toward goal and evaluate effectiveness of programs 	<p style="text-align: center;">REPORT PROGRESS</p> <ul style="list-style-type: none"> ● Awards Ceremonies every five weeks ● Parent/Teacher/Student Conferences ● Quarterly Progress Reports Grade-level Meetings ● Department Data Analysis ● Student Data Self-Analysis ● Bi-monthly data presentations to Board of Directors and community
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ACTION ITEM	SPECIFIC TASKS/ACTIONS	RESPONSIBLE PERSON INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	WAYS OF ASSESSING STUDENT ACHIEVEMENT	TIMELINE
Enhance schoolwide math benchmark assessment program	<p>Review and analyze math data across all grades</p> <p>Create program of incentivizes and recognition to motivate performance</p>	<p>Math teachers</p> <p>Admin</p>	NWEA	<p>NWEA</p> <p>CAASPP</p>	<p>Data review with teachers at least quarterly; bi-monthly with students</p> <p>Program evaluation before program license renewals</p> <p>Incentive program in place by start of 2018-2019 AY</p>
Assess implementation of math curriculum	<p>Conduct lesson study cycles of curriculum implementation</p> <p>Evaluate effectiveness of intervention programs</p>	<p>Math teachers</p> <p>Curriculum Council</p> <p>Admin Team</p>	<p>Lesson study cycles</p> <p>Lesson plans</p> <p>Teacher observations</p>	<p>NWEA</p> <p>CAASPP interims</p>	<p>Lesson study cycles start by Fall 2018</p> <p>Evaluation of digital programs before renewal of program licenses</p>

<p>Identify and implement best practices</p>	<p>Assess and codify expected department-wide math practices and instructional strategies</p> <p>Survey teachers regarding supports needed to use expected practices</p> <p>Maintain faculty's ability to implement practices through PD and resource allocation</p>	<p>Admin Math department Mentor teachers</p>	<p>PD sessions on literacy PLCs</p>	<p>Classroom observations Lesson plans NWEA CAASPP Intervention program data</p>	<p>Codify practices and strategies before start of 2018-2019 AY, revisit annually</p> <p>Survey teachers at year-end, annually</p> <p>Maintenance trainings scheduled as part of PD calendar</p>
<p>Provide additional academic support</p>	<p>Evaluate recent academic math support programs</p> <p>Investigate options for increasing student access to technology and the internet at home and after school hours</p>	<p>Admin Math teachers After school program coordinators Community partners</p>	<p>Grade checks in advisory Differentiated intervention for students After school tutoring opportunities PLCs</p>	<p>Teacher observations Quarterly progress reports NWEA Intervention program data</p>	<p>Evaluate recent academic programs before start of 2018-2019 AY</p> <p>Investigation complete before start of 2018-2019 AY</p>

Increased use of differentiated instruction in all academic areas to meet needs of each student	<p>Assess and codify expected differentiation strategies</p> <p>Survey teachers regarding supports needed to use expected practices</p> <p>Maintain faculty's ability to implement practices through PD, resource allocation</p>	Admin Math teachers	<p>Differentiation PDs</p> <p>PLCs</p> <p>Faculty survey</p> <p>Curriculum differentiation resources</p> <p>NWEA on continuum of learning resources</p> <p>Depth and complexity resources</p>	<p>Informal and formal observations</p> <p>Unit / Lesson Plans</p> <p>Student work samples</p> <p>NWEA</p> <p>CAASPP</p> <p>Intervention program data</p> <p>Teacher Observations</p> <p>Informal and formal observations</p>	<p>Codify practices and strategies before start of 2018-2019 AY, revisit annually</p> <p>Survey teachers at year-end, annually</p> <p>Maintenance trainings scheduled as part of PD calendar</p>
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Action Plan #3:
College and Career Ready

The updated action plan asks LALA to continue integrating 21st century skills into its school programs and curriculum, consequently preparing students for college and their future careers. The plan has seen three additions to the lone growth target of the original. While it still expects 75 percent of LALA students to meet college and career readiness standards (as before), the plan now also stipulates that LALA establish the parameters for assessing all students. In addition, there is the expectation that LALA continue its progress toward establishing a foreign language program at the middle school and developing an organizational plan for the delivery of digital literacy and computer skill instruction.

The new plan builds upon and updates the action items and tasks from the original 2014 report and makes a fourth addition. The first action item asks LALA to continue to provide explicit 21st century skills instruction and tasks administrators with monitoring teacher lessons to ensure compliance. LALA is also asked to begin the process of instituting explicit digital literacy and computer skill instruction by reviewing and adopting a scope and sequence plan for the school and an accompanying curriculum. Likewise, the plan's second action item asks LALA for further progress in enacting a middle school foreign language arts program and sets tasks for scheduling and staffing the elective.

The plan’s third action item is concerned with establishing an alumni program that allows LALA to collect data on their progress after graduation in addition to building a strong school community. Specifically, it asks for the creation of a protocol that results in annual alumni data. As a related task, the action item asks LALA to develop a program of alumni relations. Fostering the growth of its alumni relations increases the availability of role models and connections to successful individuals who faced similar circumstances. The plan’s last action item asks LALA to establish the parameters that will be used to assess students’ college and career readiness skills as no current specifications exist outside of grade 12. While rubrics have been adopted, the particulars of how they will be utilized have not been clarified. For example, the question of exactly what products will be examined to measure whether 75 percent of our students are college and career ready remains to be answered.

ACTION PLAN #3: COLLEGE AND CAREER READY	
AREA OF IMPROVEMENT	<p>At LA Leadership Academy, college and career readiness skills will be integrated in all core classes:</p> <ul style="list-style-type: none"> ● Learning and Innovation Skills - critical thinking, collaboration, written and oral communication, creativity, and civic awareness ● Life and Career Skills ● Information, Media and Technology Skills <p>LALA will develop aligned foreign Language Programs to ensure continuity between Primary, Middle School, and High School as recommended by the WASC visiting committee.</p>
SCHOOL-WIDE LEARNER OUTCOMES	1.1, 1.2, 1.3, 1.4
RATIONALE	The mission of LA Leadership Academy is to prepare urban students for college and career readiness. While 100% of students enroll in college, not all are successful at graduating from college.
GROWTH TARGET	<ul style="list-style-type: none"> ● By the end of 2018-2019, LALA will have established the parameters of measuring student college and career readiness (based on the 21st Century Learning Objectives Rubric). ● By the end of 2019-2020, 75% of students will be proficient at college and career readiness skills. ● By the start of 2019-2020, LALA will offer a foreign language as an elective course for grades 6-8. ● By the start of 2019-2020, LALA will have adopted a digital skills scope and sequence instructional plan.

MEANS OF MONITORING AND EVALUATING	REPORT PROGRESS
<ul style="list-style-type: none"> ● Review of teacher plans ● Classroom observations ● Use of 21st Century Learning Objectives Rubrics ● Alumni reports of college and career preparedness ● Alumni college graduation data 	<ul style="list-style-type: none"> ● Student self-analysis ● Formative and summative assessments ● Classroom observations and evaluations data ● Alumni surveys

ACTION ITEM	SPECIFIC TASKS/ACTIONS	RESPONSIBLE PERSON INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	WAYS OF ASSESSING STUDENT ACHIEVEMENT	TIMELINE
Provide explicit instruction of 21st century college and career readiness skills	<p>Monitor teacher integration of 21st century college and career readiness skills (Career College Readiness Skills)</p> <p>Adopt and implement student technology scope and sequence instructional plan</p> <p>Review digital literacy curriculums for adoption</p>	Admin Teachers Curriculum Council	<p>Partnership for the 21st century http://www.p21.org/about-us/p21-framework/57</p> <p>Samples of scope and sequence plans</p> <p>Samples of digital curriculums</p>	<p>Formative and summative assessments</p> <p>Observations</p> <p>Instructional Materials Evaluation Rubric provided by California Department of Education</p>	<p>Monitoring of teacher practice is ongoing</p> <p>Adopt and implement scope and sequence in 2018-2019</p> <p>Review curriculums in summer of 2019</p>

Implement foreign language program at the MS	Provide time in daily schedule for foreign language and other electives at the MS Offer a foreign language class to students grades 6-8	Admin Teachers Curriculum Council	<i>Maravillas</i> curriculum CABE	Master schedule	Schedule time for language class by the end of 2018-2019 AY Offer foreign language elective for 2019-2020 AY
Gain data on alumni progress	Create protocol that results in annual alumni program Plan program of alumni events and services	HS College Counselor	Funds for Alumni Activities	Alumni surveys	Survey alumni, annually Begin alumni program start of 2018-2019 AY
Pilot assessments of 21st century skills	Create ad hoc committee or PLC focused on establishing parameters Establish the parameters of assessing 21st century skills, with possible integration with capstone project	Faculty Admin	Partnership for the 21st century http://www.p21.org/about-us/p21-framework/57 Example capstone projects	21st century skill rubrics	Create ad hoc committee or PLC focused on establishing parameters by the end of 2017-2018 AY Preliminary draft of assessment by 2018-2019 AY

Action Plan #4:

Fulfill Social Justice Mission

LALA's fourth action plan focuses on the school's social justice mission. LALA has expanded the scope of its area of improvement in this update, adding an explicit concern for the provision of support services to its expectations for a socially just pedagogy, adoption of a social justice curriculum, and student opportunities for activism. LALA services populations that can face challenging circumstances and demographic data indicate the numbers of these students are growing. Additions to the plan's growth targets and action items has accompanied this development. Now, LALA has a new goal to

continually re-visit and refine its MTSS program. Similarly, the plan has added a related action item and tasks on MTSS development.

The action items for this plan are remarkably similar, if not the same, as they appeared in the 2014 report. For instance, though it is worded differently, there is no substantive change in the call to expand the use of LALA’s Mandala words between the updated action item and its previous incarnation nor are there changes in the specific tasks from one version to the other. The second action item remains focused on providing differentiation. Many of the 2014 action plans featured action items concerned with differentiation, this one included. Its tasks are exact replicas of all other differentiation items as LALA intends to consolidate and subsume these efforts into its Professional Development Program.

As noted earlier, LALA has not found a social justice curriculum that has satisfactorily met its concerns. As such, the faculty has pulled from various resources and created their own lessons to fill the void. While this has proven adequate thus far, the lack of a systematic approach puts students at the mercy of the educational lottery, where the quality of their experience becomes almost absolutely dependent on which teacher they are assigned. The updated third action item remains the same: adopt a schoolwide social justice curriculum. However, experience suggests LALA look to create an organic curriculum especially suited to LALA. Consequently, rather than continue the elusive search for a pre-made program, the updated tasks ask LALA to create a committee or professional learning community dedicated to producing a preliminary scope and sequence plan.

The final action item and its tasks from the original plan has also transitioned to the update largely unchanged (except, again, for minor differences in wording). It continues to ask LALA to increase student opportunities to engage in participatory learning and activism both through curricular and extracurricular school activities. One refinement of the plan is the new request for LALA to negotiate with its teachers’ union for the required documentation of activism components in faculty’s lesson plans.

ACTION PLAN # 4: FULFILL SOCIAL JUSTICE MISSION	
AREA OF IMPROVEMENT	LA Leadership Academy’s social justice mission will be fulfilled through: <ul style="list-style-type: none"> ● socially just pedagogy: differentiated instruction that supports learning opportunities and a voice for all students ● socially just student services: support services that ensure equitable access to a quality education ● adoption of a 6-12 curriculum to develop respect for and appreciation of differences and opposition to discrimination on the basis of race, national or ethnic origin, gender, religion, age, social, physical or mental condition, language, sexual orientation, etc; ● opportunities for student activism, including performance tasks for core courses and extracurricular activities
SCHOOL-WIDE LEARNER OUTCOMES	1.2, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4

<p>RATIONALE</p>	<p>LALA’s school mission of social justice is the unifying strand that ties its programs together. The promotion of its Mandala principles creates a framework for fashioning safe and empowering learning environments. Dedication to these values motivates LALA’s efforts to provide school programs that support students in overcoming the academic, socio-emotional, economic and various other struggles that can hinder their growth.</p>	
<p>GROWTH TARGET</p>	<ul style="list-style-type: none"> ● 75% of students will know and be able to explain the SLOs and Mandala words and their connection to school goals/culture ● 75% of lessons will include differentiation ● 25% of lessons will include an activism component ● 75% of students will prepare a culminating project showcasing efforts related to Social Justice ● LALA will establish a multi-tiered system of supports to meet students’ various needs 	
<p>MEANS OF MONITORING AND EVALUATING</p> <ul style="list-style-type: none"> ● Teacher Observations ● Discipline Data ● Student and Faculty Surveys ● Lesson plans ● Student Showcases 		<p>REPORT PROGRESS</p> <ul style="list-style-type: none"> ● Faculty meetings ● Board Presentations ● Parent newsletters ● Progress Reports

ACTION ITEM	SPECIFIC TASKS/ACTIONS	RESPONSIBLE PERSON INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	WAYS OF ASSESSING STUDENT ACHIEVEMENT	TIMELINE
<p>Extend school’s use of Mandala words</p>	<p>Promote Mandala words as part of school culture through events and displays</p> <p>Integration of Mandala words in core lessons</p> <p>Use Mandala words for student</p>	<p>Admin Teachers</p>	<p>Charter Petition Document</p>	<p>Classroom observations</p> <p>Student surveys</p> <p>Discipline data</p>	<p>Ongoing</p>

	reflections				
Increase differentiation of learning tasks and assessment	<p>Assess and codify expected differentiation strategies</p> <p>Survey teachers regarding supports needed to use expected practices</p> <p>Maintain faculty's ability to implement practices through PD, resource allocation</p>	Admin Math teachers	<p>Differentiation PDs</p> <p>PLCs</p> <p>Faculty survey</p> <p>Curriculum differentiation resources</p> <p>NWEA on continuum of learning resources</p> <p>Depth and complexity resources</p>	<p>Informal and formal observations</p> <p>Unit / Lesson Plans</p> <p>Student work samples</p> <p>NWEA</p> <p>CAASPP</p> <p>Intervention program data</p> <p>Teacher Observations</p> <p>Informal and formal observations</p>	<p>Codify practices and strategies before start of 2018-2019 AY, revisit annually</p> <p>Survey teachers at year-end, annually</p> <p>Maintenance trainings scheduled as part of PD calendar</p>
Adopt a curriculum focused on tolerance and global competence	<p>Create an ad hoc committee focused on developing curriculum</p> <p>Create preliminary scope and sequence plan</p> <p>Consider potential assessments</p>	Admin Teachers	Various social justice and character curriculums	<p>Classroom observations</p> <p>Student surveys</p> <p>discipline data</p>	<p>Create ad hoc committee or PLC by the end of 2017-2018 AY</p> <p>Preliminary draft of assessment by 2018-2019 AY</p>
Expand opportunities for participation	Create performance tasks for core courses that	Admin Teachers	PDs on Performance Tasks and PBL	Performance Tasks Rubrics	Including performance activism task is ongoing

<p>ry learning and activism</p>	<p>include a component for student activism</p> <p>Negotiate for inclusion of activism component in teacher lesson plans</p> <p>Expand capstone project to grades 6-11</p> <p>Provide extracurricular opportunities for student activism (e.g. Models of Pride)</p>	<p>Counselors</p> <p>Teachers union</p>	<p>Performance tasks models</p> <p>PBL resources for students</p> <p>CBA</p>	<p>PBL Rubrics</p> <p>Student Showcase</p>	<p>Lesson plan change during next union bargaining session</p> <p>Parameters for capstone Grades 6-11 by end of 2018-2019 AY</p> <p>Providing extracurricular opportunities for activism is ongoing</p>
<p>Develop MTSS</p>	<p>Conduct resource analysis, refine MTSS as appropriate</p> <p>Build partnerships with service providers</p>	<p>Director of Student Services</p> <p>Counselors</p> <p>Community partners</p> <p>Service providers</p>	<p>PBIS materials</p> <p>ASCD Whole School, Whole Community, Whole Child resources</p>	<p>SAP process / flow chart</p>	<p>Resource analysis done annually by end of school year</p> <p>Building partnerships is ongoing</p>

Action Plan #5:

Common-Core Ready Professional Development Plan

The last action item of the update continues to focus on improvements in LALA’s Professional Development Program. The rationale for the action plan endures as it addresses a truism of all schools: teachers are their greatest resource. The plan continues the two action items that have resulted in a more responsive Professional Development Program. LALA will continue to survey and assess the needs of teachers, students and staff with the intent of producing an annual PD plan that addresses these concerns. The most

significant refinement in this update is the inclusion of LALA’s recent decision to embed PLCs into the operation of its Professional Development Program as well as actions that support this progress.

ACTION PLAN #5: COMMON-CORE READY PROFESSIONAL DEVELOPMENT PLAN	
AREA OF IMPROVEMENT	LALA will create and implement a responsive Professional Development Program and enhance articulation between Middle Level and HS programs as recommended by the WASC Visiting Committee.
SCHOOL-WIDE LEARNER OUTCOMES	All School-wide Learner Outcomes
RATIONALE	Professional Development is necessary to develop (and maintain) teachers’ abilities to support student success. LALA employs a faculty whose members are at different stages in their careers and who have different strengths and weaknesses. Teachers are a school’s greatest resource and a quality faculty is cultivated as the result of serious investment and work. PD plans should be data-driven and responsive to the needs of teachers, students, and the community.
GROWTH TARGET	<ul style="list-style-type: none"> ● 90% of teachers will report by end of the year they feel competent in teaching Common Core State Standards ● Each year will begin with a professional development plan, based on teacher and school-wide goals. ● Each year’s professional development plan will be unique to each department’s specific needs. ● By 2019-2020, LALA will have an established PLC structure embedded in its Professional Development Program
MEANS OF MONITORING AND EVALUATING	REPORT PROGRESS
<ul style="list-style-type: none"> ● Feedback forms from conferences ● Observed classroom implementation of methods ● Shared best practices during staff meetings ● Peer observations and reflections ● Student work sample ● Faculty and student surveys 	<ul style="list-style-type: none"> ● Faculty Meetings ● Admin Meetings ● Student Showcase ● Curriculum Council Meetings

ACTION ITEM	SPECIFIC TASKS/ACTIONS	RESPONSIBLE PERSON INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	WAYS OF ASSESSING STUDENT ACHIEVEMENT	TIMELINE
Understand PD needs of teachers	Assess and survey teacher needs and review data Create PD plans specific to individual teachers and department needs	Departments with Principal	LACOE, SDCOE, LAUSD, CSMC, Professional Development Offerings	Classroom observations	Survey teachers annually by end of AY Create PD plans annually by start of AY
Create and implement PD plan based on student needs	Create draft PD plan, present to staff and Curriculum Council Implement plan	Principals Teachers Curriculum Council	Student performance data	Teacher observations	Annually
Refine PLC structure	Receive training on PLCs Assess current operation of PLCs Refine PLC operating and support structures	Admin Teacher leaders Department chairs Mentor teachers	PLC development training and resources (e.g. DuFour)	Teacher observations PLC accountability documents	Receive training by end of 2018-2019 AY PLC assessment annually at end of AY Refinements annually by start of AY