Los Angeles Leadership Academy Local Indicators Self-Reflection Tools 2023

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Basic Services	Reported in the 2021-22 SARC
Number/percentage of misassignments of teachers of ELs	0.8/4.4%
Total teacher misassignments	0.8
Vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	2 – There was damage to doors and the roof at the time of the inspection that have since been replaced.

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). The data reported here should match the data reported in the 2021 SARC.

Implementation of State Academic Standards (LCFF Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	

Academic Standards	1	2	3	4	5
History-Social Science				X	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X

Academic Standards	1	2	3	4	5
World Language				X	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Parental Involvement and Family Engagement (LCFF Priority 3)

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Required Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Los Angeles Leadership Academy provides multiple opportunities to build partnerships with families and guardians. Some traditional methods of communicating about the classroom and building relationships include Back to School Night, Family/School conferences twice a year, and Open House

events.   Because of the pandemic, our families and guardians participated in many of these events virtually this year.

We usually welcome parents on campus for school dances, volunteering on campus, the Fall and Thanksgiving festivals, and Spring events. We look forward to bringing families back to campus for these types of events when it is safe to do so.

We were able to hold recruiting events on campus this year which is helpful for building relationships with new families.

LALA teachers are learning more about the different Latino cultures and how to celebrate the differences. Some of our families come from Indigenous cultures and their first language isn't Spanish; this is important information for teachers and staff to be aware of because Spanish should be treated as a second language for these parents.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   LALA will continue to support teachers with strategies to learn more about each student's family background and the family's goals for their children.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   When LALA can bring families back to campus for school activities, the engagement of underrepresented families will improve. At the same time, LALA will consider which virtual events were beneficial for participation of underrepresented families and continue to provide those virtually as an option.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

     1 – Exploration and Research
     2 – Beginning Development
     3 – Initial Implementation
     4 – Full Implementation
     5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Required Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   LALA has developed multiple practices that foster partnerships between families and staff in support of student growth. LALA hosts parent conferences twice a year with all its families to not only inform families of student progress, but to also have them be partners in the work. The school sends home monthly newsletters informing families of the current instructional focus.

The DELAC shared reclassification information and testing dates and importance of ELPAC and CAASPP with all families. The DELAC also shared about the ELPAC and CAASPP boot camp tutoring and held a parent meeting about steps to ensure students are successful on these assessments.

LALA has also held Math and Literacy Nights, as well as a STEM fair to provide parents information about what students are learning and how they can support that learning at home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Next year, LALA plans to host more meetings about English learner reclassification starting at the beginning of the year to coincide with the earlier ELPAC boot camps the school is providing for students. The teachers also have earlier goal setting meetings about CAASPP.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   Saturday meetings will be held to help parents who work during the week.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

      1 – Exploration and Research
      2 – Beginning Development
      3 – Initial Implementation
      4 – Full Implementation
      5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Required Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   LALA values family input into decision-making about policies, programs, and events. The School Site Council is composed of parents, teachers, administrators, and students. The school hosts chats with the principal or family coordinator as a forum for two-way communication so parents can feel comfortable sharing their

perspectives. This two way communication helps the school better understand the perspectives of the parents. Our families have responded favorably to this improvement. The school hosts chats approximately six times each year to solicit parent input and administers 2-3 anonymous surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

    LALA would like to get a stable parent representative group that participates in the DELAC. Currently the agenda is determined by parent feedback and ran by Assistant Principal to provide information to meet the needs of English Learners, but we would like to see more parent participation in the meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

    LALA will hold Saturday chats to improve input in decision-making for parents who work during the week. We will also look to host more activities to bring families into the school community. We believe that as we rebuild the connections that existed prior to the pandemic, families will feel more comfortable in providing input. LALA will also administer more anonymous surveys and consider hosting elementary and middle school chats together to ensure everyone sees the school community from multiple perspectives.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

   80% of students feel that LALA is a safe school for students.

2. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

   LALA plans to have two school counselors to address social emotional learning and academic needs. When students feel disconnected, they will have someone to help them reconnect.

   The school also provides active shooter training for all staff and administrators. The school has hired two security guards to ensure campus safety at both our campuses. The school is current on all safety drills and debriefs monthly on what can be improved.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

   LALA uses teacher credentials, classroom schedules, and master schedules in PowerSchool to ensure all students have access to and are enrolled in a broad course of study. All students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as instruction in Visual and Performing Arts, Physical Education, and Foreign Language. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

   All LALA students have access to a broad course of study. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate. High school students have access to World Languages, AP and Honors classes, Farming for Social Justice and Ethnic studies and these classes are not available for middle school students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

   Due to staffing and physical space constraints, we cannot expand our course offerings any further.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

   LALA will continue to incorporate a broad course of study into the regular school day and seek opportunities to provide our students with enrichment opportunities in other areas of study.