

## LOS ANGELES LEADERSHIP MIDDLE SCHOOL

Board Report: January 23, 2024

Nereida Lopez, Principal

### I. Enrollment: 182

Grade	Enrollment
6th	63 (+2)
7th	54 (+1)
8th	65 (-3)

*Students that withdrew: Moved to larger school for sports (1), Family moved out of the area (1), student enrolled in home studies due to medical condition per doctor's request (1)*

### II. Attendance- 93.09% (93.15%)

*\*Attendance from Nov. 28, 2023 Board Report*

Grade Levels	Nov. 20, 2023-Jan. 19, 2024
6 <sup>th</sup>	93.82% (94.37%)
7 <sup>th</sup>	93.58% (93.97%)
8 <sup>th</sup>	92.02% (91.42%)

- We have completed 4 attendance challenges. Overall, attendance maintained. There was a slight decrease in 6<sup>th</sup> grade. Administration is targeting attendance meetings for that grade level. Eighth graders will be reviewing their promotion requirement progress during parent conferences.
- School Attendance Review Team (SART) Meetings: held in person meetings the week last three weeks of school prior to leaving for Winter break. Follow up meetings have been scheduled for the week of parent conferences (January 29<sup>th</sup>)
- The school continues to make daily phone calls to follow up on doctor's notes, other documentation, or with students who have consecutive absences.

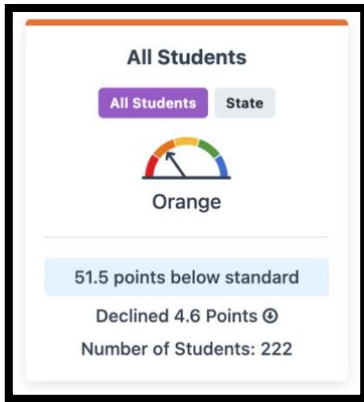
### III. Student Achievement / Benchmarks Update

#### CALIFORNIA SCHOOL DASHBOARD

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

#### Academic Performance

##### English Language Arts



ELA: ENGLISH LEARNERS	
ENTITY	DFS
LALA	-77.9 maintained
STATE	-67.7

ELA: HISPANIC/ LATINX	
ENTITY	DFS
LALA	-50.8 declined 3.6 pts
STATE	-40.2

ELA: Socioeconomically Disadvantaged	
ENTITY	DFS
LALA	-49.2 maintained
STATE	-42.6

ELA: STUDENTS WITH DISABILITIES	
ENTITY	DFS
LALA	-108.6 increased 9.5 pts
STATE	-96.3

LALA English Language Arts Data Comparison		
ELA Designation	DFS	Difference from '22
Current ELs	-122.8 DFS	-5.7
Reclassified ELs	-43.4 DFS	-16.6
English Only	-65 DFS	maintained

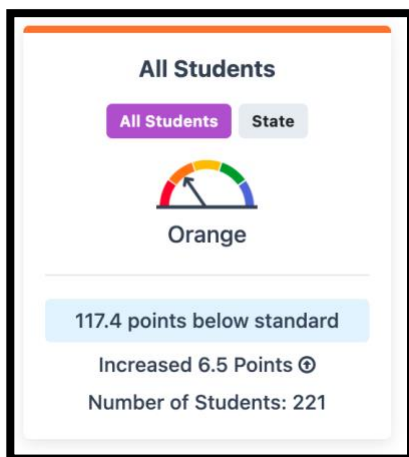
### Results for English Language Arts

- LALA is currently at 51.5 points distance from standard (declined 4.6 points)
- While we observe a decline in the Hispanic significant subgroup, two other significant subgroups maintained and the Students with Disabilities subgroup increased (In the 2023 CAASPP scores we observe a decrease in students in the “Not Met” level from 68% to 59%)
- Based on the English Language Arts data comparison, our English Learners need continued support in Language. Our focus needs to be on our reclassified students (students who have reclassified within the last 4 years) because they had the most significant decrease in performance.

### Action Plan for Middle School

- Teachers have identified Writing as the focus for this year (quickwrites, journals, and practice with performance tasks)
- For the second semester of the school year, we have identified the students who are recently reclassified to restructure our classes and provide additional supports during Universal Access period.

### Mathematics



MATH: ENGLISH LEARNERS	
ENTITY	DFS
LALA	-146.1 maintained
STATE	-93.4

MATH: HISPANIC/ LATINX	
ENTITY	DFS
LALA	-116.8 increased 7.5 pts
STATE	-80.8

MATH: Socioeconomically Disadvantaged	
ENTITY	DFS
LALA	-117.6 increased 5.6 pts
STATE	-80.8

MATH: STUDENTS WITH DISABILITIES	
ENTITY	DFS
LALA	-166 increased 14.6 pts
STATE	-127.3

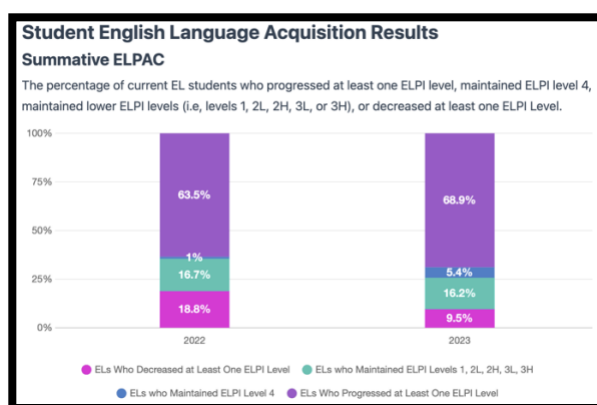
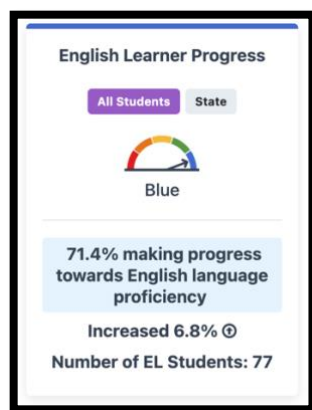
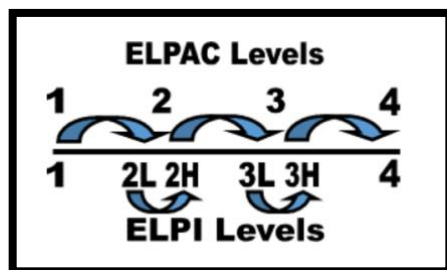
## Results for Mathematics

- The California Dashboard indicates that our 6-12 students are currently at 117.4 points distance from standard. There was a slight growth of 6.5 points.
- While one significant subgroup maintained (English Learners), three significant subgroups showed increase.

## Action Plan for Middle School

- The middle school has aligned strategies and their focus to be cohesive across all three grade levels. Aside from academic language, the “Three Reads” strategy to focus on comprehension is being implemented in all Math classes.
- The Mathematics program was updated to a recent version which now aligns with the strategies discussed during the West Ed training.
- Considering that our English Learner group maintained in Math, but decreased in English Language Arts, our focus with this group is Reading Comprehension which is also critical for Mathematics performance.
- Our Students with disabilities are demonstrating growth so we will continue to implement the supports in the classroom (instructional aides) and create strategic small groups for testing.

## English Learner Progress



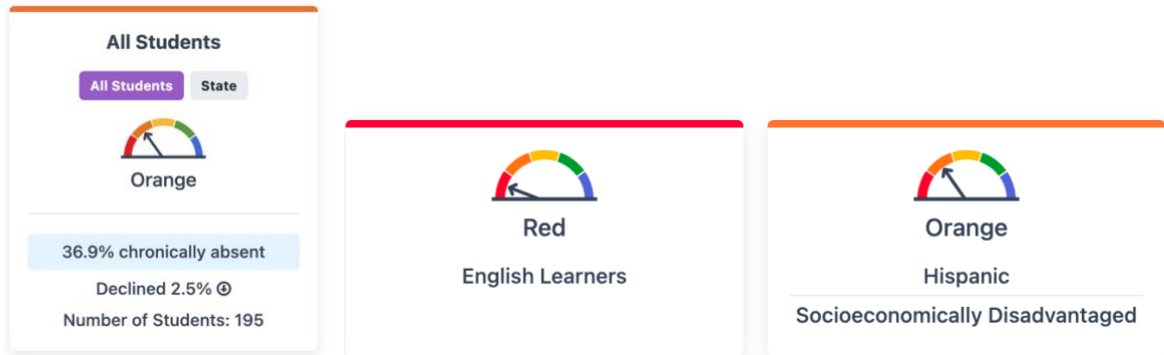
- The California Dashboard ELPI data indicates that there was an increase in English Learners making progress, increasing our percentage to 71.4%. Our ELPAC results

indicate that the students decreasing at least one level declined almost by half. At the same time, we observe an increase in students who showed growth by at least one level.

- At the middle school, we increased our reclassification numbers from 6 students in 2022 to 18 students in 2023.
- For this year, we have already scheduled our ELPAC assessments, which will be conducted in the same format as last school year. The testing coordinator will have a meeting with each student prior to taking the assessment to review their strengths and needs as well as discuss what it means to obtain a “4” on the ELPAC. We have also scheduled 8<sup>th</sup> grade students earlier in the school year to avoid testing fatigue. Students who dropped one ELPI level have been identified to provide them with additional language support in the classrooms.
- We have implemented the *Newcomer Program* at the middle school to support all students who are new to the country. Students meet every Wednesday to provide additional language support.

## Academic Engagement

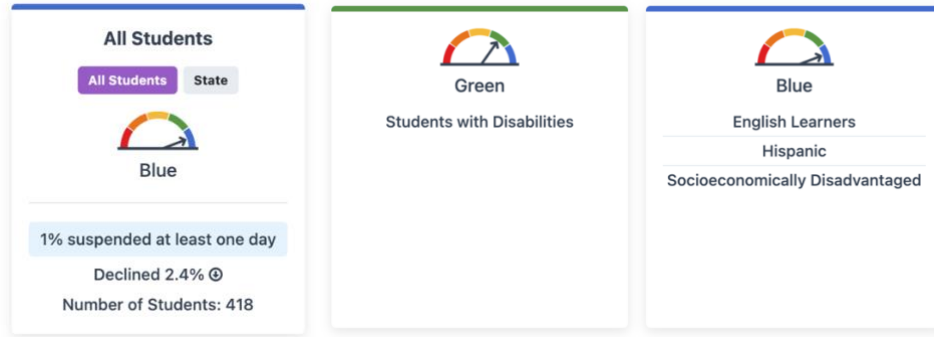
### Chronic Absenteeism



The California Dashboard data indicates that LALA’s chronic absenteeism declined by 2.5% from 2022 to 2023. As stated in our board meeting reports, this year we are implementing in-person meetings with parents and changing the incentive timelines. At the middle school, we are also having individual meetings with students and added attendance as a promotion requirement for 8<sup>th</sup> grade.

## Conditions & Climate

### Suspension Rate



The California Dashboard indicates that our suspension rate declined by 2.4% from 2022 to 2023. This school year, we revamped school wide expectations at the middle school. Since a great percentage of student enter middle school from the Primary, we aligned the expectations K-8. Increasing the number of staff members allows for students to have more supports during the school day. This has yield positive results considering that we have zero suspensions so far in the school year. The Assistant Principal is working with the Student Dean to implement alternatives to suspension. Where we see the best results is in student mediation and individual conversations, in addition to parent communication.

#### IV. Instruction and Supplemental Supports

- a. Music Technology Class: This class is starting on February 6<sup>th</sup> and will be offered throughout the year.
- b. Instructional Aides: Each class in 6<sup>th</sup> and 7<sup>th</sup> grade have an academic support staff for each core period. 8<sup>th</sup> Grade has a Special Education Instructional Aide
- c. Tutoring: Tutoring is offered to every grade level for English and Math; students were referred by the teacher or administration; Student athletes not meeting grade requirements are expected to attend tutoring.
- d. Newcomer Program (Wednesdays): This additional tutoring day is offered to students who have recently arrived to the country (18 months or less) to support them with language and communication in English.

#### V. Professional Development & Teacher Support

- a. K-5: Data Analysis, Differentiation
- b. Team Meetings: 6-8 Humanities (English & History Teachers) and STEM (Math & Science Teachers) have reviewed data and discussed accommodations for students as well as common strategies to implement in grades 6-8
- c. Individual: Classroom observations/ coaching- Principal is visiting classrooms daily and following up with individual conversations. Our school-wide focus is Student Engagement, each teacher has an individual goal as well.
- d. Principal Coaching- Currently participating in one-to-one coaching with LACOE
- e. WestEd: Virtual Math Support to be continued this year

## **VI. Discipline & Safety**

- a. 0 suspensions to date
- b. Implementation of Alternative to Suspensions:
  - i. Behavior Contracts
  - ii. School Beautification
  - iii. No Contact Contracts
  - iv. Mediation meetings
  - v. Parent shadowing during school hours
- c. Positive Office Referrals
- d. Emergency Drills: In October, the school participated in “The Great Shakeout” Earthquake Drill; In November, we practiced a Fire Drill. Both times, the entire school was evacuated under 5 minutes. Parents received advanced notice and were reminded the day of the drill.

## **VII. Parent Communication**

- a. Parent Square weekly reminders: Principal sends out weekly reminders every Sunday.
- b. Monthly Calendars: These are sent at the beginning of the month along with the food menu
- c. Class Dojo: Middle School is now active in Class Dojo. Teachers share what is happening in the classrooms and send out reminders to parents & students.
- d. Parent-Teacher Conferences: These meetings took place in October to review student achievement and progress. During this week, the 8<sup>th</sup> grade teachers reviewed the promotion requirements with parents and students.
- e. Coffee with the Principal: Meetings are held monthly. We are trying different days and times provide options to parents.

## **VIII. School Culture, Celebrations & Events**

- a. Attendance Challenge celebrations
- b. Student of the Month assemblies: During these assemblies, 1 student from each advisory is honored for displaying the mandala virtue of the month. In addition, another student is selected as a “ROAR” honoree for following school-wide expectations
- c. NWEA test improvement movie day & pizza
- d. Winter Formal
- e. Coin Challenge
- f. 10 Days of Winter