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Response from Prepa Tec Los Angeles High

Written Response: (no more than 3 pages) June 10, 2020

Identify how you have or will address in your 2020–2021 Local Control and Accountability Plan (LCAP) or Annual update the goals and timelines for improving performance schoolwide and for how the low-students groups (specifically, any area that is red on the California Dashboard) will be addressed.

Given that last year was the first year for 11th grade scores, though low, our dashboard did not have any red areas. Nevertheless, PTLAHS has continued to review with parents the goals and progress of the LCAP implementation via SSC, ELAC and Coffee with the Principal monthly meetings. This practice will continue into the 2020-21 school year with the plan to complete the annual LCAP updates by November, 2020.

The following are actions and plans to address each LCAP goal thus ensure improvement in student achievement:

Goal 1: Implement Conditions for Learning to Include Appropriate Teacher Assignment, Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study

With the continuation of COVID-19/Distance Learning, PTLAHS is currently investigating and will purchase, on-line resources and e-texts aligned to state standards to ensure equitable access for all students. Included in the purchase are materials to address the needs of Special Education and English Learner students.

IT department has set up daily hours to help support students with technology.

Teacher hires will meet the credentialing requirements for content assigned. Facilities are currently being re diagrammed to ensure social distance while in class, as well as when staff and students enter and exit the building.

Arrangements and protocols will be implemented for taking temperatures and addressing individuals who display symptoms or report contraction of the virus.

Schedules will be developed to ensure overlapping of student instruction to support families with limited resources in the technology area. In addition, each student receives a chrome book with a charger.

Teachers are receiving support within the special curricular IB program to ensure that each student is receiving access to the philosophy and approaches to learning that work to engage each individual student at a high level.

Goal 2: Increase pupil outcomes on all statewide assessments; SBAC, ELPAC, and EL Reclassification as measured by State-wide and International Baccalaureate assessments:

Students that have yet been reclassified receive ELD support which is inclusive of materials, strategies, one-on-one, or small group instruction. Teachers record themselves for students to be able to listen to spoken English as they account for English Learners. Teachers and aides have offered their personalized support via specific office hours.

All students have a Chrome book or receive packets based on the need they have to access the curriculum. IT has set up daily hours to help support students with technology.

Multiple steps have been taken to ensure high-quality learning opportunities continue. A handbook for distance learning was developed by several stakeholders and approved by the governing board. It includes attendance and assignment tracking processes and lessons.

Please also state how the school will address the low achievement in ELA and mathematics in the coming school year.

A concerted effort is being made to address student deficiencies in Math and English Language Arts. PTLAHS will determine the amount of student growth needed per NWEA assessment results from early fall administration, and develop an intervention plan for each student in the mid to lower quadrant. Data will be disaggregated by grade, Special Education, and English Language Learners, etc. These targeted students will be provided added support and teachers will maintain a running record of skills level growth as well as maintain a data wall for target students. Students will be offered winter and spring intersession.

We know high school students do not always see the importance of state assessments, parent/student meetings will be held to review student NWEA scores and interventions offered as well as to emphasize the importance of the SBAC. Staff and Administration will create motivational incentives

Teachers will increase implementation of IB Programmatic Model (MYP, DP), such as developing Approaches to Learning skills essential for success in school and beyond. Teachers are trained on developing appropriate and effective formative assessment strategies at each campus level for all students. Work with Parent Coordinator to support students and Parent involvement

An accommodation is a change that helps a student overcome or work around learning. These changes are typically physical or environmental. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This sort of accommodation extends across assignments and content areas. Whereas modifications may involve changing the way that material is presented or the way that students respond to show their learning. Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests.

Goal 3: Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

Teachers will continue to maintain a daily participation student tracker, support is offered as determined by the needs of each individual. Students will receive individual, small group, or preferred time instruction; specific students who are having difficulties will be checked on by teachers, aides, the counselor or administration via Parent-Student Conference.

All students have a Chrome book or receive packets based on the need they have to access the curriculum. IT has set up daily hours to help support students with technology. All communication sent home is in both English and Spanish as those are the preferred languages from our parents. Parents continue to be surveyed and meetings are held weekly to identify the needs and accommodate as needed alongside workshops to build upon their skills.

The parent liaisons provide outreach and resources for parents. To address some Social Emotional needs, partnerships with mental health supports have been established and ongoing referrals and therapy occur.

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Schedules were developed to ensure overlapping of student instruction to support families with limited resources in the technology area. Each student received a chrome book with a charger.

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Families received a standing schedule of the subjects that would be taught via email, ParentSquare, website, and hard copies at schools for them to pick up.

Schedules of when to pick up paper packets and when to drop them off were established and communicated with parents across different platforms. Weekly meetings with the superintendent and principals take place as well as SSC and ELAC. Parent-teacher conferences are held as needed.

All staff receive weekly virtual professional development by department and grade level and check in daily with the administration.

Parents receive IT support as needed.

Teachers record lessons and place them as archived for student review as needed, assemblies that are school spirit related, and Instagram engagement activities.

As a mental health referral is needed, the school personnel connects the individual in need with the mental health agency. If an individual is already a client that is receiving mental health services, they continue to do so via Telehealth.

Resources are also posted on our social media and website and workshops are held in preferred language and time for the parents and community to attend. It gets recorded and archived on our social media and website for access as needed by anyone.

Prepa Tec Los Angeles High School Academic Memo Addendum

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each content area. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with time for practice
- Formative assessments to guide instruction based on student progress monitoring
- Examples of Social Emotional Academic Development (SEAD) Integration can be used during instruction
- Priority standards aligned to curricular resources, common assessments, and prerequisite skills and knowledge

In addition to using the scope and sequence, PTLAHS is continuing to adhere to the IB Programme and implementing the Learner Profile, Approaches to Learning (ATL) skills, Program of Inquiry, themes of unit, theory of knowledge, creativity activity and service, extended essay and projects, according to the IB programme the student is enrolled in. Units consist of the following:

- Association to the IB philosophy of planning and delivery including: international mindedness, ATLs, IB Learner Profile, and all policies associated with the IB.
- Use of "*Addressing Unfinished Learning After COVID-19 School Closures*" as a resource when developing lesson plans to address the strategies and supports.
- Weekly formative assessments
- Identification of Academic Vocabulary, both content specific and general
- Student engagements are aligned with Higher Order thinking questions moving students to process at higher DOK levels.
- Incorporation of academic writing
- Embedded social emotional learning within teaching practices that are inclusive of the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions as connected with IB.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

PTLAHS began the 2020-21 school year in a full distance-learning context. However, the school site is also prepared to return to school physically in a hybrid model in which health, safety, and well being will be the priority. Students will be able to return to school in small groups to maintain social distancing. Students will work in school once a week and then the rest of time work independently with teacher support as needed. Our charter is already one to one with electronics which means, each student has a chrome book that is assigned and checked out to them upon enrollment. What changed was students who needed connectivity were provided with a hot spot from the school. At this time, all families who requested a hot spot were provided with one; and the school has an additional 2 dozen in case other students have the need, including new students who might have the need for a hotspot. The incoming students who have not had computer before are trained by our IT department once they pick up their chrome books.

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.

Teachers have developed an intervention system to determine areas needing further support by placing students in bands related to their summative outcomes. Teachers are providing small group instruction to meet the direct needs of the learners. Learners are grouped within areas of similar need and teachers are able to address this unfinished learning through direct tutorials, guided practice, and other systems of support. Currently, teachers are hosting interventions at least three times per week.

The teachers follow classroom accommodations and/or modifications as needed and/or prescribed. Students who continue to need support have a program designed to provide tiered support to help students meet grade level standards through:

- Alignment to principles of a multi-tiered framework for instruction, intervention, and support.
- Monitoring of student achievement progress with formative assessments.
- Flexibility in scheduling, grouping, and class size.
- Subject-specific curriculum that is flexible enough to target individual student needs.
- Use of the Intent to Offer Intervention to describe specific interventions.

The teachers place students in a group to target specific skills to develop and either become proficient in or master them. The school leadership team determines the targeted student population to receive intervention based on multiple criteria and assessments. School sites should refer to the data provided by student information systems (PowerSchool), student grade marks, and progress monitoring when determining student eligibility for interventions.

Any student not making adequate progress must be considered for additional support.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

Outside the Classroom

Typical counseling referral services are available for students who qualify for Medi-Cal services. These students are referred through an Alta Public Schools process and then matched with an appropriate agency. These agencies also provide family and community support through an integration into the Parent University.

A partnership has been established with Pacific Oaks College to provide social-emotional services provided through a college practicum, where Marriage and Family Therapist (MFT) students work with our students and families. Under the supervision of a licensed MFT, the students (3-5) will be able to provide 15 to 20 hours of support through group, individual, and family services. These extra supports for our students is a new strategy for PTLAHS to use in the implementation of the goals to reach greater student outcome gains. Teachers have been trained in the identification and referral of these students to receive their services.

In the Classroom

Teachers have been trained to help students recognize when they are in Trauma. As we all know, students cannot learn until they are ready. Readiness includes being emotionally able to do so. Using the Resilience Bridge, developed by Dr. Dionne Clabaugh (2020), teachers are able to assist students in the identification of where their emotions reside at the moment. Then teachers are able to guide students through reflective steps to move them across the bridge to I'm ready to Learn.

5. A description of how the charter school will address the anticipated apportionment deferrals.

Alta Public Schools will address the anticipated apportionment deferrals by utilizing the California School Finance Authority's Advancement on State Aid Payments (ASAP) program to secure a lower interest bridge loan to cover the deferred apportionments until the end of the 2021 calendar year.