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## Prepa Tec Los Angeles High School Academic Update April 8, 2018

### Overview

Prepa Tec Los Angeles High School (PTLAHS) serves 115 9th grade students and 104 10th graders in the South LA area of Huntington Park and Bell. The student population is 99% Latino, 100% qualify for Free or Reduced Lunch, 23% are currently English Learners and 14% are identified as Special Needs. PTLAHS is in its second year of operation and will add a grade each year with a maximum enrollment capacity of 520. PTLAHS recently completed the WASC review process and became an International Baccalaureate "Applicant School".

### Vision

Prepa Tec Los Angeles High School's (PTLAHS) vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun. PTLAHS is applying the International Baccalaureate philosophy and methods to be a school where partnerships for continuous improvement between teachers, parents, community, and students are authentic, and seek to prepare each student in grades nine through twelve for the challenges of the 21st century.

### 2017-18 Data Update

The PTLAHS 2017-18 school year is the school's 2<sup>nd</sup> year of operation. The school expanded from one grade to two and two separate campuses. Administering software-based assessments to start the school year was a challenge with our new Prop 39 site and new private Gage site building. PTLAHS transitioned to a new 1:1 Chromebooks rollout with our inner city students provided with the privilege to take their Chromebooks home to extend the learning. Nevertheless, assessments have remained on schedule.

Table 1: PTLAHS Sub-groups

Students	# of Students
English Learners	50 (23%)
SPED	28 (13%)
GATE	6 (3%)

Table 1 Indicates that there are 50 English Learners, 28 students who are Special Needs, and six who are identified as GATE. The following is used in support of our English Learners: Read 180, designated English Language Development (ELD) class, math support in Algebra/Math Algebra Geometry, intervention after class and on Saturdays. In addition, professional development was provided to teachers on California Common Core State Standards in English Language Arts (CCSS) and California Common Core State, English Language Development (ELD) in addition to the use of active SDAIE strategies. ELPAC Testing is a standardized test generated by the state to look at the progress of students who are developing proficiency in English.

Table 2: Additional Support for ELA Intervention

**Provide Intervention Supports and Opportunities to Support Students in ELA Achievement**

Strategy	Action	Indicator of Implementation
<p>Identify students who scored at “nearly met” to “met” or “exceeded” and support them during the regular day instructional program.</p>	<p>Teachers will develop specific lessons for students who scored at “nearly met” addressing their area of need in the four ELA claims.</p> <p><i>The following instructional practices will be implemented:</i></p> <ul style="list-style-type: none"> <li>• Claim 1: Close Reading Strategies/exposure to complex texts</li> <li>• Claim 2: Focus on integrating reading in informational and literature to the writing process.</li> <li>• Claim 3: The implementation of “reflective communicators” or “collaborative conversations” to support student in practicing the listening and speaking skills addressed in the CCSS and incorporating video as well as articles in unit and lesson development.</li> <li>• Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on the NWEA Assessment, ICAs and Block assessments.</li> <li>• Classroom observations</li> <li>• Review of student work samples.</li> <li>• IB units that integrate focus instructional practices</li> </ul>
<p>Students who “nearly met” proficiency in ELA will attend Saturday Intervention, Tuesday extended intervention program and be scheduled into support classes during the school day.</p>	<p>Saturday courses and extended intervention courses will target the four claims as listed above.</p>	<ul style="list-style-type: none"> <li>• Student performance on the NWEA Assessments, DORA, ICAs and Block assessments.</li> <li>• Classroom observations</li> <li>• Review of student work samples.</li> <li>• IB units that integrate focus instructional practices</li> </ul>

**Summary review of the most Fall 2017-18 Dashboard results, identifying greatest progress and greatest need.**

This section is a summary review of PTLAHS’ Fall & Winter 2017-18 Dashboard results, identifying most significant progress and greatest need. This system provides teacher, staff and parents’ access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. Benchmarks, teachers’ assessments, and other identified results.

Table 3: Report Card Data for Fall 2017-18 Semester 9<sup>th</sup> Grade

<b>REPORT CARD DATA 9<sup>th</sup> Grade</b>	5 week	10 week	15 week	End of Semester
Principal's Honor Roll	28 (24%)	32 (27%)	20 (18%)	29 (26%)

Response from Prepa Tec Los Angeles High

Honor Roll	31 (26%)	39 (33%)	24 (21%)	27 (24%)
Basic 2.0-2.9	50 (43%)	32 (27%)	40 (35%)	35 (31%)
Academic Probation	8 (7%)	11 (9%)	24 (21%)	20 (18%)
SPED Below 2.0	NA	3 (3%)	5 (4%)	2 (2%)
<b>Total Students</b>	117	117	113	113

**Progress:** The data indicates that we maintained approximately a 50% Honor Roll and above mark throughout the Fall Semester while keeping those on Academic Probation below 20% including Special Education students.

**Areas of Need:** Our goal is to reach 55% above a 3.0 GPA mark by the end of the 2017-18 school year and to reduce those on Academic Probation to 10% or less.

Table 4: Report Card Data for Fall 2017-18 Semester 10<sup>th</sup> Grade

<b>REPORT CARD DATA 10<sup>th</sup> Grade</b>	5 week	10 week	15 weeks	End of Semester
Principal's Honor Roll	6 (6%)	10 (9%)	5 (5%)	12 (12%)
Honor Roll	18 (18%)	15 (14%)	12 (11%)	19 (19%)
Basic 2.0-2.9	35 (34%)	30 (28%)	35 (33%)	34 (34%)
Academic Probation	36 (35%)	42 (40%)	43 (41%)	27 (27%)
SPED Below 2.0	7 (7%)	9 (8%)	11 (10%)	7 (7%)
<b>Total Students</b>	102	106	106	99

**Progress:** The data indicates that we were able to double the number of students qualifying for Honor Roll and above the mark. At the same time, we were able to decrease the number of students on Academic probation by over 17% by the semester's end.

**Areas of Need:** Our goal is to reach 50% above a 3.0 GPA mark and to reduce those on Academic Probation to 10% or less.

Table 5: 9<sup>th</sup> Grade Results – NWEA ELA & Math

<b>NWEA BENCHMARK DATA 9<sup>th</sup> Grade</b>								
	<b>ELA Oct 2017</b>		<b>Math Oct 2017</b>		<b>ELA Mar 2017</b>		<b>Math Mar 2018</b>	
NWEA - Exceeds	2	1%	1	1%	1%	1	1	1%
NWEA - Meets	15	13%	5	4%	22%	24	8	6%
NWEA - Nearly Meets	38	32%	15	13%	41%	44	20	18%
NWEA - Does Not Meet	62	53%	91	81%	37%	41	82	74%

Response from Prepa Tec Los Angeles High

		117			112		110	111	
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**Progress:** Our ELA Meets and above mark increased from 14% to 23% from the beginning of the year to mid-year. An additional 41% are now at the Nearly Meets. Our math scores increased a modest 2%.

**Areas of Need:** The Nearly Meets ELA at 41% puts PTLAHS in a good position to increase the number of Meets and above at the end of the school year. Effective implementation of all the intervention and support programs we have in place will be key. Math scores needs improvement overall. A new support class during the school day the Spring semester will also be key to increased scores. A newly hired math teacher in 9<sup>th</sup> grade, January 2018, with extensive experience with STEM infused math instruction should boost the math achievement during the Spring semester.

Table 6: 9<sup>th</sup> Grade Results - DORA Reading Comprehension

<b>NWEA BENCHMARK DATA 9th Grade</b>				
	<b>Oct 2017</b>		<b>Mar-18</b>	
DORA - Reading at Grade Level and Above	32	29%	45	39%
DORA- Approaching (3 years)	37	33%	35	30%
DORA - Below (more than 3 years below)	42	38%	35	30%
	111		115	

**Progress:** Our number of students reading at grade level and above increased by 10% while the number more than 3 years below decreased by 8%.

**Areas of Need:** The effective implementation of key intervention and support classes will be key to decrease the number of students more than 3 years below grade level.

Table 7 : 10<sup>th</sup> Grade Results - NWEA ELA & Math

<b>NWEA BENCHMARK DATA Grade 10</b>								
	<b>ELA Oct 2017</b>		<b>ELA Mar 2018</b>		<b>Math Oct 2017</b>		<b>Math Mar 2018</b>	
NWEA - Exceeds	0	0%	3	3%	0	0%	0	0%
NWEA -Meets	22	21%	24	24%	9	8%	12	12%
NWEA - Nearly Meets	34	33%	34	34%	22	21%	19	19%
NWEA - Does Not Meet	47	46%	36	36%	76	76%	69	66%
	103		97		107		100	

**Progress:** Our ELA Meets and above mark increased from 21% to 27% from the beginning of the year to mid-year. An additional 34% are now at the Nearly Meets. Our math scores increased a modest 4%.

**Areas of Need:** The Nearly Meets ELA at 34% puts PTLAHS in a good position to increase the number of Meets and above at the end of the school year. Effective implementation of all the intervention and support programs we have in place will be key. Math scores needs improvement overall. A new support class during the school day the Spring semester will also be key to increased scores.

## Response from Prepa Tec Los Angeles High

Table 8 : 10<sup>th</sup> Grade Results – DORA Reading Comprehension

DORA Reading Comprehension Grade 10					
		Oct-17	%	Mar-18	%
DORA - Reading at Grade Level and Above		41	43%	45	44%
DORA- Approaching (3 years)		25	26%	27	26%
DORA - Below (more than 3 years below)		30	31%	31	30%
		96		102	

**Progress:** Our number of students reading at grade level increased by 4 students (1%) while the number more than 3 years below decreased by 1%.

**Areas of Need:** The effective implementation of key intervention and support classes will be key to pushing more Approaching students to Grade Level and decrease the number of students more than 3 years below grade level.

### Measurable Goals of the Educational Program - LCAP

In compliance with meeting all statewide content and performance standards and targets Ed. Code §§ 47605(c)(1), 60605 PTLAHS is administering NWEA, DORA and teacher created assessments to monitor student individual progress. In compliance with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, an LCAP Process is in place that includes all stakeholders. As part of writing the LCAP a review of past year expenditures are reviewed, with an analysis of projected costs. During this process, the Superintendent, Principal and Director of Finance, School Site Council, ELAC, teachers, staffs and community stakeholders review each line item and use lists and projected expenditures to secure projected cost included added cost due to cost of living, travel, professional development, materials and actual incurred costs.

Prepa Tec Los Angeles High School's educational goals or objectives include description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority the following goals have been set.

### Goals for the Year

PTLAHS has 12 staff created goals for the year that represent almost all curricular areas. These are the top 5.

- Goal # 1 – Students in Grades 9 & 10 will reach 45% Meets and above on the NWEA ELA.
- Goal # 2 – Students in Grades 9/10 Will reach 25% Meets and Above on the NWEA Math.
- Goal # 3 – 95 % school-wide ADA
- Goal # 4 – 75% of students will participate in 1 extracurricular activity/club/sport.
- Goal # 5 – 58% Students in grades 9/10 will comprehend what they read at grade level or above using the DORA Software.

### Assessment Periods

The assessment periods will be the following throughout the school year:

- Beginning of the Year October 2017
- Mid-Year February and March 2018
- End of Year June 2018

Please refer to the LCFF State Priorities for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code §52060(d).

**Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.**

Expected Annual Outcome: 100% of teachers hold ESSA required authorizations

Action: Tasks were implemented that support this goal that includes a rigorous hiring process. The charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Chief Executive Officer, (HR)-HR Director and Accounts Payable, (HR-Director of Operations Officer), Superintendent of Academic Achievement, Principal and other staff as needed. A summary of LCAP priorities is as follows:

**Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition**

Expected Annual Outcome: 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.

Action:

- Review standards-aligned publishers' materials adopted by SBE as updated per CA Common Core State Standards for English, English Language Development, History, and NEXT Generation implementation.
- Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
- Purchase of CCSS, Next Generation materials for all students
- Purchase of ALEKS, Adaptive Curriculum, International College Prep-International Baccalaureate Middle Years and Diploma Programme, and PowerSchool

**Goal 1C: Maintain a clean and safe school facility**

Expected Annual Outcome: Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

Action: Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.

- Create maintenance, repair and renovation scheduling process, procedures and protocols.
- Conduct audit of facilities
- Increase staffing in maintenance and operations in areas identified as needed by audit.

**Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)**

Expected Annual Outcome: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS plus Classroom observations that will develop exemplary teachers

Action: Curriculum and strategy use is an important component in the effective use of CCS. PTLAHS will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- I-Observation Platform (or similar teacher performance program)

## Response from Prepa Tec Los Angeles High

- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.
- WASC Accreditation & A-G Approved courses offered. (Completed Initial WASC process)

**Goal 2B: All students will gain academic content knowledge through the implementation of the CA CCSS**

Expected Annual Outcome: To be measured by student academic results and ongoing benchmarks

Action: In addition to general implementation to all students, there is an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) and Student Learning Outcomes (SLO) in conducting quarterly reviews of data.

**Goal 3A: Maintain parent representation on the Parent Committee.**

Expected Annual Outcome: Parents will serve as participants in quarterly meetings

Action: Establish opportunities for parent exposure, participation and input on decision-making which will be measured by meeting agendas and sign-ins.

**Goal 3B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Expected Annual Outcome: At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.

Action: School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, PowerSchool
- Newsletters
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center is staffed full-time during the school year and parents are invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents are strongly encouraged to attend twice annual parent-teacher conferences. All parents are encouraged to participate in school committees.

**Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics**

Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. At this time testing is not taking place in 9<sup>th</sup> and 10<sup>th</sup> grades.



**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. PTLAHS provides highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

**Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP

- Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.
- EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.

**Goal 4C: Students are on track to be college and career ready.**

**Expected Annual Outcome:** Use Reading Strategies or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.

**Action:** Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.

- WASC Accreditation
- Completion of A-G courses

**Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.**

**Expected Annual Outcome:** EL students have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (ELPAC) Achieve similar or higher rate of EL growth compared to the District on the ELPAC (or similar) scale each year.

**Action:** Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments as needed.

Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.

Action: PTLAHS will implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.

**Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.**

- Parent Coordinator and Climate & Culture Staff will continue to monitor student attendance and communicate with families.
- Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

**Goal 5B: School will retain and promote 9th through 12th grade students.**

Expected Annual Outcome: School offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process is in place to review the students within the cohort to ensure proper accounting and placement.

Action:

- Program Coordinator and School Climate & Culture Staff will continue to monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.
- Continue to implement in-house suspension.
- Teachers will conduct home visits and assist in monitoring of all student attendance.

**Goal 6A: Prepa Tec Los Angeles High will maintain a low annual expulsion rate.**

Expected Annual Outcome: Expulsion rate will be maintained at less than 1%.

Actions:

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan; as well as, implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

**Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter.**

Expected Annual Outcome: Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, have access to and enroll in all core and non-core subjects content areas available.

Actions: PTLAHS will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more

complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

**Goal 8A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.**

Expected Annual Outcome: Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

Actions:

- Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
- Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

**Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard**

Expected Annual Outcome: Consistent with state requirements, all students will reach growth expectation. Initial expectations for achievement will be based on State determined AMO, but augmented as results become clear with Common Core State Standards

Action: Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers are offered. A variety of engaging family meetings further enhance family's sense of belonging and community. Prepa Tec Los Angeles High will devise and administer satisfaction surveys to parents, students, and teachers annually.

### **Standardized Testing**

In compliance with and in adherence to state requirements for participation and administration of all state-mandated tests. Presently, PTLAHS has ELPAC, and the Fitness Test.