

This document was provided, as is, to the California Department of Education (CDE) by **Perseverance Preparatory** for the Annual Academic Report (Information Memorandum) to the State Board of Education. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5. Minor formatting changes may have occurred during document remediation.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Perseverance Preparatory – Academic Memorandum Response

General Information

School Address: 484 E. San Fernando Street, San Jose, CA 95112-2621

Website Address: www.perseveranceprep.org

County-District-School Code: 43 77115 0137059

Charter Number: 1936

Charter Term: July 1, 2018, through June 30, 2025

School Description: Perseverance Preparatory Academy (PPS) aims to prepare pupils through rigorous academics, targeted instruction, and service learning for a life of ethical leadership and scholarly success. Perseverance Preparatory aims to ensure that its graduates are equipped with twenty-first century skills and knowledge for a life of scholarly success and ethical leadership. Perseverance Preparatory students will be able to collaborate and advocate for themselves both within a group as well as on behalf of a group.

Grade Levels Served: Grade Five through Grade Eight

2021–22 Enrollment: 57

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

PPS opened in 2018. As such, no data is provided for 2016-17 through 2018-19.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	No Data	No Data	No Data	No Data	59.18%	48.33%
School Math	No Data	No Data	No Data	No Data	42.85%	36.67%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	9.52%	No Data	No Data	47.61%	10 or fewer students tested
School Math	4.76%	No Data	No Data	28.57%	10 or fewer students tested
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Low	Medium
English Learner Progress	No Performance Level/ 83.3% making progress	Medium
Graduation Rate	Not Reported	Medium
College/Career	Not Reported	Not Reported
ELA	High	Low
Math	Medium	Low

Areas of Greatest Progress and Need

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

Perseverance Preparatory School uses the following data to assess areas of greatest progress or need: NWEA MAP and CAASPP Smarter Balanced Interim Assessments (both are on the list of approved verified data).

2. Identify the school’s areas of greatest progress:

PPS’ areas of greatest progress is the growth of English Language Learners.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Based on the California Dashboard, 83.3% progressed at least one ELPI level.

4. Identify the school’s areas of greatest need including references to student sub-groups:

The school’s areas of greatest areas of need are as follows: chronic absenteeism and math, specifically Hispanic and Socioeconomically Disadvantaged.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

Grade Level	ELA ICA	Math ICA
8th	47% Did Not Meet Standard	50% Did Not Meet Standard
7th	47% Did Not Meet Standard	52% Did Not Meet Standard
6th	50% Did Not Meet Standard	59% Did Not Meet Standard
5th	82% Did Not Meet Standard	82% Did Not Meet Standard

6. How is the school addressing these areas of need? Include references to student sub-groups.

PPS has two one-hour blocks daily dedicated to remediation and acceleration of learning - Reading Power Hour and Math Power hour. There are five classes, two of which are designated ELD, instruction is whole group and small group. Additionally, EL students have access to personalized learning using computer based programs such as ixL, Lexia, and Duolingo. At the start of the year students have access to google translate, and text books in English in Spanish, as the year progresses staff gradually releases the scaffolds for the ELs until ultimately all instruction is in English. Teachers have weekly professional development to obtain strategies on how to support struggling students, ELs and those with learning disabilities.

Chronic Absenteeism is addressed by: teachers submit attendance by 9am, the office team calls families of the absent student, we have also implemented our truancy policy. The first truancy is a letter, the second is a meeting with admin, and the third is an admin meeting and attendance contract. PPS has also developed a joyful community in which students are excited to attend school daily either to participate in Choice Time, Weekly Town Hall, Field Trips, Award Ceremonies, Dances, etc.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

PPS has set high standards for our students and staff and as such, our goals for data are also high. Although we met our goals for NWEA MP, unfortunately, we did not meet our LCAP goals for SBAC Math and ELA. This was due to chronic absenteeism from COVID coupled with learning loss, a teacher resignation mid-year, as well as students were tested back-to-back; ELPAC, NWEA MAP, and SBAC.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:

Goal 1: Perseverance Prep will provide a high-quality, college preparatory instructional program that meets the needs of all learners.

The majority of our planned actions were executed. This will be accomplished by ensuring that all teachers are provided the ongoing support they need to effectively plan and assess to ensure that all students are showing academic growth. Additionally, all teachers and staff will utilize data drive practices to ensure that all students are showing academic growth. Additionally, all teachers and staff will utilize data drive practices to ensure that the needs of all students are being met and to drive instructional decisions. Finally, students will have access to personalized

learning platforms that allows them to progress and take ownership of their own education.

Goal 2: Perseverance Prep will create a positive school culture that promotes positive student behavior and retention.

While we did not hit our targets for chronic absenteeism, we believe this was largely due to COVID cases and quarantining requirements from the county. We used a variety of outreach strategies, including, but not limited to, daily phone calls, Dojo messages, and texts to parents emphasizing the importance of attendance not only for academic growth, but also for social emotional. We plan to preemptively work with parents should a student be out for COVID sickness, or for quarantining requirements (if they are symptomatic) to be placed on independent study so they do not fall behind.

Goal 3: Perseverance Prep will develop students who are devoted to bettering themselves and their communities through servant leadership.

The community betterment project was not fulfilled this year. Our Assistant Director needed to step into the classroom as we lost a teacher in December. With the focus shifted and with additional COVID cases and precautions we were unable to fully institute our Community Betterment project in the 2021-2022 academic year. However, it remains at the forefront of our planning for next year. For 22-23 we plan on rolling out the Community Betterment project in Trimester one so students may have ample time to complete their projects. We plan to devote a large portion of our summer and fall professional development to walking teachers through how to integrate service learning into and throughout their curriculum.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

We are deeply committed to partnering with parents and have made family communication a top priority. We have implemented clear communication throughout and attribute much of our students’ success to these endeavors. We have monthly Parent Meetings, implemented ParentSquare as a means of communication, send out monthly newsletters, hold quarterly Parent Conferences, send frequent text messages, and phone calls to families to streamline communication.

PPS is ensuring teachers are using best practices to drive instruction, through the use of technology and data. The weekly coaching combined with the weekly professional development has proved invaluable as we have had to change and adapt our instruction and curriculum to match the needs of our students.

Actions

English Language Development

Professional Development

Student Support Teams

Restorative Practices

Expected Outcomes

By ensuring our professional development is centered around clear English Language Development and effective strategies, we believe our students will make meaningful positive academic gains as measured by NWEA MAP, the SBAC, and the ELPAC.

3. How is the school addressing learning loss from the prior school year?

PPS is addressing learning loss from the prior school year by facilitating quarterly Interim Assessments, analyzing the data to determine areas of struggle for students, creating student groups and reteach lessons to address student misconceptions. Students are grouped by performance levels on the Interims, as opposed to grade levels. ELs are grouped together to learn English and comprehension. Data is utilized to inform small group and whole group instruction to provide remediation to students as well as blended learning programs. Staff participates in weekly professional development to acquire strategies and knowledge to best serve our student population.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

PPS currently has one student placed on Independent Study. Their ADA is 100%, the student completes their work daily and has a weekly check in with their supervising teacher.