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## **Los Angeles College Prep Academy**

Los Angeles College Prep Academy uses multiple measures to assess student and the school progress towards meeting the goals outlined in the charter. Assessments are aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs. In the 2020-2021 school year, the Mathematics Diagnostic Testing Project to measure math growth. English-Language Arts performance was assessed using internal curriculum assessments.

**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.**

In order to seamlessly transition between instructional models, LACPA will ensure continuity between the hybrid model for in person instruction and distance learning. Therefore, choice of curriculum, pacing guidelines, priority standards, grading policies, and assessments will not vary across the models. Through this alignment, LACPA will ensure that there is predictability throughout the school year and minimize any preparation to service students across virtual and in person settings. In order to prepare for potential transitions between virtual and in person instruction, LACPA will also ensure that students and staff have home internet and device access. Thus, LACPA will maintain the current level of student technology access, including ensuring that all students have access to a laptop or a chrome book as well as consistent internet access.

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

In order to provide high quality instruction regardless of the learning model, LACPA will ensure that all students have access to a laptop or a chrome book as well as consistent internet access. Since the start of the distance learning program in March of 2019-2020, LACPA has worked with families to conduct a technology needs assessment and distributed devices and wifi hotspots who indicated need. When any new student enrolls, the school will conduct this same technology assessment to ensure the student has access to a device for distance learning, even in the case that the school is conducting in person instruction at that time. LACPA front office staff will be available to new and current students to pick up devices Monday through Friday 9am to 4pm. In the event that a student or family member can not pick up the device at the site, LACPA will home deliver to new and current students.

**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.**

In order to address learning loss for all students, LACPA aims to close academic learning gaps by incorporating instruction on prerequisite skills/knowledge needed to succeed on the grade level content. This strategy was inspired in large part by leaders in culturally responsive teaching who believe that focusing on improving learning capacity through accelerated learning strategies will lead to more equitable access to instruction and support the development of more independent, empowered learners. LACPA will utilize weekly formative assessments based on the content/skills covered in lessons to identify student learning gaps. By collecting regular data around

student progress, teachers are able to conduct regular analysis to individualize supports for all students.

Since it is highly likely that students will begin the 2020-2021 school year with learning losses from the previous academic year, LACPA aspires to mitigate these losses incorporating instruction that addresses immediate learning needs of our students. This strategy is inspired by leaders in culturally responsive teaching who believe that focusing on improving learning capacity through accelerated learning strategies will lead to more equitable access to instruction and support the development of more independent, empowered learners. In order to build in the appropriate time for this and to account for the realities of virtual and hybrid instruction, this will involve a prioritization of major works and standards to ensure teachers cover the content that is most critical to students' future success in the subject area. LACPA will modify Curriculum Maps to align to these expectations. Maps will prioritize the highest priority grade-level standards/content, as well as provide resources to support acceleration for students who have academic gaps. Across all potential instructional models for next school year, LACPA is explicitly designing an approach that supports the needs of our most high risk students. In addition to the acceleration strategies noted above, LACPA will utilize structures that emphasize synchronous, personalized small group instruction for nearly all courses and will build teacher capacity to use that time effectively. LACPA will use research-backed intervention strategies to support all our struggling learners, including but not limited to English Learners, Students with Disabilities, low-income students, pupils with exceptional needs, Foster Youth, and students experiencing homelessness.

### **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.**

LACPA strives to meet the unique and heightened needs of the whole child by having staff trained to respond with empathy, strengthening student social and emotional learning, providing access to high quality mental health supports. In order to assess student need, staff will utilize data, such as attendance logs, completion rates, and identification of students through referrals, in order to provide more targeted supports to students that are identified as being disengaged, not attending virtual lessons, and exhibiting increased mental health needs, trauma experiences and subsequently increased symptoms. Staff identify students who require Tier II and Tier III services for supporting the variety of needs of students including, but not limited to, trauma informed practices, grief counseling, community building, advisory curriculum, etc. (e.g. students who have been most impacted by COVID19 due to death or increased symptoms of anxiety, depression, etc.). Additionally, staff will prioritize in person instruction for students in need of mental health services when assessing cohorts for the hybrid model of in person instruction.

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

LACPA will work closely with our back office support provider Charter Impact to address anticipated apportionment deferrals. Weekly meetings will be completed with Charter Impact's Director of Finance and LAPA's Executive Director to review in real time the cash flow of LACPA and the overall budget for the 2020-2021 school year. If there are adjustments that need to be made based on these weekly meetings, the LACPA Board of Directors will be informed of possible pivots that need to be made as well as all other community stakeholders at virtual townhall meetings.

## COMPARISON DATA

### Areas of Concern:

An academic area of concern for Los Angeles College Prep Academy is overall mathematics performance for all of our students. The area that we have the most opportunity for growth within mathematics is in Geometry. Students in all of our Math courses experienced a decline in performance from the two assessment dates that we deployed during the 2020-2021 School Year. There was an average decline of 8 points as illustrated through the administration of the ***Mathematics Diagnostic Testing Project***, our internal assessment.

**Plans to Address the Areas of Concern:** Our mathematics teacher will receive ongoing coaching to identify areas of strengths (content knowledge and instructional skills) as well areas growth as it relates to Geometry instruction. Coaching sessions will review the current instructional strategies that our mathematics teacher is utilizing in their classroom(s) in addition to reviewing conceptual bigger picture ideas in Geometry and identifying opportunities to incorporate culturally responsive learning experiences while teaching procedural steps along side larger student projects. Our math teacher will also work alongside our science teacher in creating a culture of ***risk taking*** and ***reflection*** that provides students opportunities to learn mathematics at deeper conceptual levels.

### Comparison data with Spring 2020 and Spring 2021

#### Math 1

Skill Measured	August 2020	November 2020
Data Analysis & Probability & Statistics	51.43	54.29
Decimals, including Applications, Percents, Absolute Value	50.00	52.38
Exponents & Square Roots, Scientific Notation	32.14	57.14
Functions & Their Representatives	40.00	48.57
Fractions, including Applications	38.10	45.24
Geometric Measurement & Coordinate Geometry	48.21	39.29
Integers	42.86	53.57

Linear Equation & Inequalities	38.78	55.10
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## Math 1 SPED

Student	Total	DAPS	DECM	EXPS	FNCT	FRAC	GEOM	INTG	LINR
S.1	+5	0	+1	+2	+1	+1	0	+1	-1

## Math 1 Latinx

Student	Total	DAPS	DECM	EXPS	FNCT	FRAC	GEOM	INTG	LINR
S.1	+5	0	+1	+2	+1	+1	0	+1	-1
S.2	-7	-1	-3	+1	-1	-1	-3	+1	0
S.3	+5	-1	0	+1	0	0	0	0	+5
S.4	-5	-1	-1	0	+1	-1	-2	-1	0
S.5	+12	0	+2	+3	+1	+1	-1	+3	+3

## Math 1 API

Student	Total	DAPS	DECM	EXPS	FNCT	FRAC	GEOM	INTG	LINR
S.1	-2	+1	-1	-1	-1	0	0	-1	+1
S.2		-1	-3	+1	-1	-1	-3	+1	0

## Math 1 Socio-Economically Disadvantaged

Student	Total	DAPS	DECM	EXPS	FNCT	FRAC	GEOM	INTG	LINR
S.1	-5	-1	-1	0	+1	-1	-2	-1	0
S.2	+5	-1	0	+1	0	0	0	0	+5
S.3	+12	0	+2	+3	+1	+1	-1	+3	+3
S.4	+5	0	+1	+2	+1	+1	0	+1	-1

## Comparison data with Spring 2020 and Spring 2021

## Math 2

Skill Measured	August 2020	November 2020
Data Analysis & Probability & Statistics	34.72	29.17
Exponents & Square Roots, Scientific Notation	20.63	16.67
Functions & Their Representatives	27.78	23.61
Geometry	17.68	15.15
Linear Equation & Inequalities	22.73	23.74
Rational Expressions	25.00	16.67

**Math 2 Latinx & Socio-Economically Disadvantaged**

Student	Total	DAPS	EXPS	FNCT	GEOM	LINR	RATL
S.1	+4	0	0	+1	0	+2	+1
S.2	+15	+3	+5	+4	+1	0	+2
S.3	-4	-1	0	-1	+1	-4	+1
S.4	-6	-3	-1	-1	0	0	-1
S.5	+1	+1	-1	+2	0	0	-2
S.6	+6	+1	+1	0	+2	0	+2
S.7	0	0	0	-1	+1	0	0
S.8	+5	+2	+1	+2	+1	0	-1
S.9	-3	-1	-3	-1	0	+2	0
S.10	-2	+1	+1	+1	-1	-2	-2
S.11	+10	+1	+1	+1	+2	+3	+2
S.12	-1	-2	0	+1	-1	+1	0
S.13	-6	-1	0	-3	0	-2	0
S.14	0	+1	-2	-1	+2	0	0
S.15	+2	0	+2	0	0	-1	+1
S.16	-2	0	0	0	-2	0	0

**Comparison data with Spring 2020 and Spring 2021****Math 3**

Skill Measured	August 2020	November 2020
Data Analysis & Probability & Statistics	20.00	33.33
Exponents & Square Roots, Scientific Notation	35.19	37.04
Functions & Their Representatives	20.99	23.46
Geometry	20.00	6.67
Linear Equation & Inequalities	33.33	37.50
Polynomials & Quadratic Equations	22.22	34.72
Rational Expressions	16.67	33.33

**Math 3 Latinx & Socio-Economically Disadvantaged**

Student	Total	DAPS	EXPS	FNCT	GEOM	LINR	POLQ	RATL
S.1	-1	0	-1	0	0	+1	-1	4
S.2	+13	0	+4	+2	-1	+4	+4	0
S.3	0	0	-1	0	0	0	+1	0
S.4	+9	+3	0	0	-2	+2	+4	+2
S.5	+2	+3	+1	-3	-3	0	+2	+2
S.6	-7	0	-2	-1	-1	-2	-2	+1
S.7	-7	-1	-1	0	0	-3	-2	0
S.8	+16	+3	+2	+3	+1	+1	+4	+2
S.9	-4	-2	-1	+1	0	0	-1	-1