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May 28, 2020

Perseverance Preparatory School

484 E. San Fernando Street

San Jose, CA 95112

Re: SBE Academic Update

To Whom it May Concern,

Perseverance Preparatory School has been off to an incredibly strong start academically. While this year has certainly been tumultuous and we were not able to collect end of year data due to Santa Clara County's current shelter in place order, we do have data from the first two trimesters that paint a fairly clear picture.

As stated in our charter our students take the nationally normed, standardized assessment Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP). Our students initially completed the assessment in August when they first arrived at Perseverance Prep, again in January to measure mid-year progress, and finally in June. Unfortunately, due to COVID-19 we were unable to complete our final NWEA MAP assessment, however our students' trajectory was clear.

At the beginning of the year, after students take the initial assessment, they are given a projected growth goal. This goal would be the equivalent to one years growth based on their score. From August to January (approximately half of our year) 43% of our 5th/ and 6th graders had already met their English Language Arts end of year goal. If they were to follow this growth trajectory, they likely would have made two years growth for the one year they were enrolled in Perseverance Prep. Approximately 90% of our students had made growth in ELA from August to January as measured by the NWEA MAP.

However, for mathematics our students really struggled to made similar growth. Only 14% of our 5th graders and 23% of our 6th graders met their end of year goal in. Additionally, 57% of 5th graders and 77% of 6th graders still made progress in math. See Figure 1 below for details.

Figure 1

| 1 st to 2nd Trimester NWEA MAP | | ELA | Math |
|---|-----------------------------------|-----|------|
| 6th Grade | Students who met end of year goal | 59% | 23% |
| 6th Grade | Students who made growth | 91% | 77% |
| 5th grade | Students who met end of year goal | 43% | 14% |
| 5th grade | Students who made growth | 86% | 57% |



While this is disappointing news, we were able to shift and change our mathematics time to accelerate the learning. We increased rigor and circled back on skill gaps our students were missing instead of pushing ahead into new material. We will continue to work towards ensuring these skill gaps are filled throughout the summer and into next year via distance learning.

Many of the other benchmarks in the petition are unable to be measured due to COVID i.e. ELL proficiency, SBAC scores as compared to the district, etc.

Please feel free to reach out if you have any questions.

Best,

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PPS Academic COVID Memo

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.

Overview of schedule: In order to accommodate this social distancing protocol, we have adapted our daily schedule to limit the number of students in the building on any given day. See below for the daily schedule. In-person school days will be from 7:45 a.m.-3:30 p.m., with arrival beginning at 7:30 a.m. Fridays will be a half-day schedule from 7:45-12:30 p.m., with staff professional development taking place from 12:30-2:30 p.m. Friday instruction on-campus will be limited to students who are identified for intervention groups. Those intervention groups would be based on students (of those who have opted in for in-person instruction) in need of further academic support, in particularly prioritizing students who have IEPs, are ELLs, struggled on Trimester 3 2020 exams, or missed significant instructional time during the spring shelter in place. These students will be determined during the first week of September.

In-person schedule: Given the combined total of our fifth and sixth grade scholars is currently 26, we could easily accommodate all students on our campus while maintaining our social distancing protocols.

Remote Instruction: Students who have opted to stay home for 100% remote instruction and the students who are participating in our hybrid instruction program will have a schedule in which their teacher will run an instructional period for their advisory. See our [Distance Learning plan](#) for additional details.

Vulnerable Populations: Students with a high risk for severe COVID-19 illness will be allowed to participate in our entire school program 100% remotely. All content will be available via Google Classroom in the same manner that it was provided in the Spring shutdown term. In addition, they will have access to all local resources of our school via Zoom. For classes that are scheduled on-campus, teachers will post course materials on Google classroom with either accompanying resources or a video of live instruction. Students engaging remotely will have access to a teacher for questions and support during these lessons.

Essential Staff

Returning to school requires us to identify who are considered “essential” staff on our campuses, including essential staff by role and an essential minimum number of staff to ensure the safe and effective operations of our schools. In general, we define “essential” staff as:

- One (1) teacher per classroom in use at all times
- Office Manager and Office Assistant
- Executive Director

Without each of these roles on campus every time students are learning in-person, we do not believe we can safely or effectively operate our school. For any above staff positions who are granted accommodations, responsibilities may be shifted or redistributed.

All teachers who are also creating lesson plans for in-person instruction will be in front of students for 4-6 periods per day, and will be on-site for three out of five days during the week (these schedules will vary depending on grade level and content).

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

New students attended an orientation for a thirty minute time slot on August 12 or 13th depending on the grade. During these slots students learned how to use our distance learning page, login to their zoom classrooms, take a brief English and Math diagnostic test and learn expectations around using Perseverance Prep's technology. Students and families received an update on how to receive materials for online instruction on August 3rd, and Perseverance held a virtual session on August 7th and 8th for families explaining the expectations for students, details of our reopening plan, discuss strategies for supporting their students remotely, and gave an overview of our academic and behavioral expectations for the 2020-2021 school year. Additionally, we surveyed all parents to identify any families who needed help obtaining access to the internet. We have ordered Hotspot devices for families who do not currently have access to the internet.

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.

Following student orientation on August 12/13th, the first two weeks, will be remote instruction in order to allow staff the time to provide pre-assessments for students and adjust instruction based on initial diagnostic results. Students will come on-campus to take key diagnostic assessments in ELA and math, and will be oriented to online instruction.

Students will take the NWEA MAP assessment in Reading and Math to determine initial academic levels. Additionally, students will complete teacher-created diagnostic assessments in Reading, Writing and Math in order to assess what skills will need to be immediately remediated and which students will receive small group instruction. These assessments will be administered on Perseverance's campus during the minimum days following the first week of school.

Using this diagnostic data, teachers will determine the initial sequence of aims for their first units and will determine if any specific standards must be addressed before they begin the initial standards planned in their scope and sequence. Additionally, teachers will determine which students will be added to small groups for on-campus focus groups, and which students will receive small group support online.

Distance Learning Key Points:

- To begin with student collection of tech and other learning materials from 8/12-8/14. Transition to full distance learning schedule on 8/17.
- Unless a shelter in place mandates teachers remain home, the expectation is they deliver live lessons from the school building. We will continue to follow all social distancing protocols while in the building to ensure everyone's safety.
- Instruction in distance learning will be a combination of live lessons (delivered via Zoom) and independent online assignments to support objectives of direct instruction.
- Teachers and students will work on a set schedule with 45 minutes classes, not including two 30 minute advisory periods.
- Live classes will be delivered Monday-Thursday with Friday reserved for advisory, Town Hall, and office hours in the morning with professional development in the afternoon from 12:30-2:30 pm

- Lesson plans and independent assignments will follow the following guidelines and be delivered in the schedule provided in the scope and sequences developed by teachers during Summer Professional Development.
- Grading will focus on actionable feedback and teacher data analysis. Teachers are to review independent work data daily to prepare for review on the following day. Teachers are to provide actionable feedback on at least one independent work assignment each week.
- Special Education services will be provided virtually to the extent feasible. Services that cannot be provided virtually will be provided at the school in accordance with physical distancing recommendations.
- In addition to instruction, Perseverance Prep will hold virtual advisories, Town Halls, and competitions to continue to build our school community.
- All Google classrooms are to be shared with Ms. LeeNatali, Ms. Martinez, and Ms. Cruz.
- Grades to continue to be recorded in Powerschool.

Instructional Content will be delivered in weekly modules that include:

- Overview that covers weekly objectives, work, and assessments (cover page for each class each week).
- Daily assignments based on content area guidelines below.
- At least one piece of student work reviewed and provided with actionable feedback (can be on school's blended learning platforms).
- Teachers to submit plans the Thursday prior for review and feedback.
- Weekly individual check-ins with your advisory via phone calls

SpEd & Intervention Support with Distance Learning:

- An updated version of student snapshots will be added to the distance learning folder. These snapshots will include ways to support our students with diverse learning needs during the time of distance learning. Prior to launching online distance learning, we will review individual SpED snapshots with the team.

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.

Advisory times have been extended on-campus and remotely in order to provide more time daily to provide socio-emotional support for students. This will exist in explicit advisory lessons focused on topics such as strategies for coping with the news, tools to remain focused while learning at home, and community building. Weekly, our Town Hall meetings will continue, virtually and in small cohorts, to build community both within cohorts and across the school, so that students develop a larger support network. Additionally, these Town Hall meetings will be used to celebrate our students' successes and achievements.

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

Perseverance has budgeted carefully and conservatively with apportionment deferrals in mind since development of the budget we submitted to the state in June. Also, we expect to receive a \$200,000 grant from the Silicon Schools Fund in December. Due to this cash infusion and careful planning overall, we do not expect to experience a cash shortage due to deferrals in the spring.