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April 26, 2019

Mr. Huddleston

Within the 2019-2020 LCAP, the following goals will be addressed regarding student outcomes:

**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.**

Action 1: Prepa Tec Los Angeles High School determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty and staff through Department of Justice and TB clearance

Action 2: Provide appropriate instructional materials in order for students to receive access to Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (M), English Language Development (ELD), Next Generation Science Standards (NGSS), History-Social Science (HSS), Physical Education (PE), Visual and Performing Arts (VAPA), and World Language (WL).

Action 3: Site is maintained in good working order and repairs are conducted in a timely manner.

Action 4: Teachers will provide ELD instruction 30 minutes daily to English Learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to CCSS.

Action 5: The site will maintain partnerships with individuals and organizations to provide services for foster youth students.

Action 6: The site will plan for additional staff development outside regular school hours regarding many topics, including CCSS, ELD, IB-MYP, IB-DP, early literacy intervention, and data driven instruction. Progress will be monitored toward student mastery by teachers, IB Coordinator, site administration. Professional development sessions build skills and collaboration with fellow educators. Training on standards implementation will be embedded into professional development sessions throughout the year.

Action 7: The site will maintain curricular materials to support the development of literacy.

The site will maintain a library that enhances the IB-PYP curriculum and ensures all students have opportunities to access books at a variety of text complexity levels.

Action 8: Site will maintain student and staff access to up to date 1:1 technology devices. Site will maintain current level of access to Internet connected devices and provide additional access to account for growth

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

Action 1: The site will maintain class size targets as reported in the approved charter petition to focus on addressing the needs students.

Action 2: The sites will maintain a tiered academic intervention program and special education program for all students needing strategic, targeted and/or intensive interventions, including English Learners.

Action 3: The site will support and monitor student achievement on internal and external International Baccalaureate assessments, rubrics and evaluative feedback.

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**Action 4:** The site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.

**Action 5:** Site will maintain a process to regularly review the progress of ELs and LTELS to implement a master plan. Site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.

**Action 6:** The District will maintain RFEP monitoring system to monitor student progress. Teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and math.

**Action 7:** Site will provide teachers with ELA and math scope and sequences.

1. Professional Development on Power Standards and Objectives
2. New Scope and Sequences are embedded into IB Units of Study.

**Action 8:** Site will plan for and expand opportunities for extended school year services on non-traditional school days (e.g. targeted summer school), if funding becomes available.

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

**Action 1:** Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site

**Action 2:** Site will provide timely interventions when students reach the threshold for absenteeism and tardiness.

**Action 3:** Sites will utilize intervention resources including administration, community counseling services, intervention specialists. Provide Positive behavioral interventions to address student behavioral needs

**Action 4:** Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between, administration, staff, students, parents/guardians and the community.

The timeline in which these goals will be realized is set for SYs 2019-2020, 2020-2021.

### Student Achievement

Because Prepa Tec Los Angeles High School does not have any official student results due to the 2018-2019 school year being the first implementation of statewide assessments (first year with 11th graders), the school site has employed the following methods to monitor student achievement and will be addressed in the 2019-2020 LCAP:

#### Benchmarks

**NWEA:** NWEA is administered three times per year in all grade levels in both mathematics and language arts. The results of the benchmark are disaggregated by student demographics such as: race, income status, special population, and language proficiency. Data analysis teams review the data and informed decisions are made by teachers to intervene at the appropriate level for targeted groups of students.

**Pre SAT:** Pre SAT is administered once in 10th and 11th grade. The results of the benchmark are disaggregated by student demographics such as: race, income status, special population, and language proficiency. The administration working with teachers develop ways in which their curriculum can be



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enhanced to provide students access to the SAT format of questioning, rigor, and content. Students then take the SAT in their junior year, with multiple opportunities in their senior year to improve their scores.

### **Intervention Practices**

**APEX:** APEX is an online credit recovery platform that is currently used during our after school program to support students in making up credits on classes that they failed.

**Mission Academy:** Mission Academy is an online credit recovery platform that we partnered with to offer classes that students need to make up during our summer school. Students will be provided teacher support during the day.

**Small Group Targeted Supports and Instruction:** High Risk students are identified and provided on-going support and monitoring. In addition teachers are provided the list of those students in order for them to provide targeted differentiated instruction in order to support students success.

### **Suspension**

It is acknowledged that a rating of red was found for the high school in SY 2017-2018. Although we are a small charter consisting of less than 200 students during that school year, we also acknowledge that suspensions required by Education Code 4200 may result in a substantial overstatement in the percentage of student being suspended. As a result of the suspensions which occurred in SY 2017-2018, in 2018-2019, the school site engaged in the development and implementation of the Positive Behavior Interventions and Supports (PBIS) system.

The staffs have completed Tier 1 of the training. The matrix is built and ready for implementation in SY 2019-2020. Staff will continue to collaborate to determine the best practices to integrate this system in the school wide discipline plan by ensuring all community stakeholders are aware and support the system.

Further, the school site has instituted a Restorative Justice (RJ) approach to minor discipline issues. Teachers and students both agree that minor discipline will be handled at the lowest level possible and then the focus returned to the academic achievement of students.

### **Resources**

The additional resources received to focus on improving our outcomes will be used to support teacher ongoing training in PBIS, RJ, and International Baccalaureate. By providing continued training for our teachers, students will increase their outcomes because discipline issues will be resolved and instruction will keep students engaged in order for them to perform at high levels.

Respectfully,

A handwritten signature in blue ink, appearing to read "Victor B. Aguirre".

Victor B. Aguirre

Principal