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# Los Angeles College Prep Academy\* – Academic Memorandum Response

## General Information

\*Formerly Los Angeles International Charter High School

**School Address:** 625 Coleman Avenue, Los Angeles, CA 90042-4903

**Website Address:** [www.lacpacademy.org](http://www.lacpacademy.org)

**County-District-School Code:** 19 77289 0109942

**Charter Number:** 0741

**Charter Term:** July 1, 2019, through June 30, 2026

**School Description:** The mission of Los Angeles College Prep Academy (LACPA) is to improve student achievement by providing a high-quality, standards-based educational opportunity for all students that attend LACPA. At LACPA, learning occurs in a small, safe, supportive environment, and every student, regardless of his or her academic background, participates in a meaningful, high-quality, college preparatory program that emphasizes leadership and academic skills. The college preparatory curriculum is supplemented by powerful, service-learning experiences, and attending college fieldtrips. All learning experiences at LACPA are designed to accelerate academic growth in all students and close the achievement gap.

**Grade Levels Served:** Grade Nine through Grade Twelve

**2021–22 Enrollment:** 47

**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

LACPA opened in 2019. As such, no data is provided for 2016-17 through 2018-19.

Year	2016–17	2017–18	2018–19	2019–20 <sup>1</sup>	2020–21 <sup>2</sup>	2021–22
School ELA	No Data	No Data	No Data	No Data	No Data	38.46%
School Math	No Data	No Data	No Data	No Data	No Data	0.00%
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	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested
School Math	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	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/dashboard toolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

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

<sup>2</sup> 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	Not Reported	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	No Performance level	Medium
Graduation Rate	11 or fewer students tested / 84.70%	Medium
College/Career	No Performance Level	Not Reported
ELA	No Performance Level	Low
Math	No Performance Level	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>.

During the 22-23 school year, Los Angeles College Prep Academy is using i-Ready by Curriculum Associates to gather data in the areas of Reading and Math.

**2. Identify the school's areas of greatest progress:**

Los Angeles College Prep Academy is proud to report progress observed in the following areas:

Based on our internal assessment data, we have seen improvement in both the areas of English and Math between our beginning of the year scores and our middle of the year scores.

A second area of progress for Los Angeles College Prep Academy is our Suspension rate. We have been able to keep our suspension rate at 0% for both the 21-22 and the 20-21 school year.

The third area of progress is our reclassification rate. This school year we have been able to reclassify 25% of our English Learners.

The fourth area of progress is within the area of Professional Development. This year, we have continued to build on the PD focus developed during the 2020-2021 school year. The Instructional PD focus further developed teachers strengths in content, curriculum planning, and equitable grading practices.

Lastly, Los Angeles College Prep Academy has continued to raise their A-G graduation rate.

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

We saw an increase in the number of students who scored at grade level in the area of Math using the i-Ready assessment between the beginning of the year scores and the middle of the year scores. On the MOY scores, 5% of students scored at or above grade level in overall math placement. We also saw a 5% decrease in the number of students who were 3 more grade levels behind in overall Math placement based on middle of the year scores in comparison to beginning of the year scores.

In the area of Reading 21% of our students overall placement was at or above grade level using our middle of the year i-Ready Reading scores. We also saw a decrease in the number of students who were scoring 3 or more grade levels below between the beginning of the year and the middle of the year.

According to our ELA CAASPP scores for the 2021-2022 school year, 38% of our students met or exceeded standard.

During this school year 2022-2023, we have also been able to reclassify 25% of our English Learners.

Despite the challenges from the pandemic, we see a continuing rising cohort graduation date across the last three years. We believe that this year's graduation rate will be the highest.

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

Our greatest area of need continues to be in the area of Math. During the 2020-2021 school year, 0% of our 11th grade students scored met or exceeded standards. Despite our internal i-Ready Math assessment showing promising growth between the beginning of the year scores and the middle of the year scores, a large percentage of our students have a need in math showing learning gaps of 3 or more grade levels behind. We continue to see the impact of low math scores on our students with disabilities and Multilingual learners. When processing math data we ensure to identify

embedded supports, scaffolds, and accommodation for both language and disability to ensure that scores are not impacted or impeded by lack of access.

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

Both our 2021-2022 CAASPP scores and our internal i-Ready Math data from the 2022-2023 school year demonstrate that Math is still our greatest area of need as a school.

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

In efforts to improve in the area of math, we have continued to retain our Math Instructional Coach who provides coaching and recommendations and insight around best practices in the area of Math. One of the first decisions that stemmed from the Math Coach's recommendation was to reconsider the curriculum chosen in order to meet the needs of the student and the teacher.

This school year, we also had the opportunity to participate in California Math Collaborative. This allowed two of our leadership team members, our Math Coach, and one of our teachers to deepen their knowledge and develop their skill set around evaluating math curriculums.

In addition we have created a strategic and closely monitored professional development plan for our Math Teacher in order to continue to develop his skills.

Our unique bell schedule also serves as a space that allows all students to receive support based on their individual levels. We have embedded a Study Lounge Period that allows students to receive small group intensive support in a variety of ways such as: support with remaining on track in current classes, support with credit recovery courses, and a space for our multilingual learners to receive designated English Language Development. Through this block we have also been able to enroll a number of students who are at grade level in Math into a Math College Course in efforts to continue to promote their growth.

Through our unique bell schedule we are also able to build solid teacher student relationships through homeroom and mentor check in, providing opportunities for students to have a weekly 1:1 conversation regarding their individual progress including reviewing Math grades, missing assignments, and i-Ready data conversations with a trusted adult on campus.

Our Professional Development cycle also continues to support addressing areas of need. One of the recurring strands that we weave through all areas of development is that of wellness through deconstructing our perspective of work life balance. We believe this approach of centering wellness and humanizing our experiences lays a strong foundation for cultivating a strong culture of climate and instruction. This year, our professional development topics have ranged from: routines and procedures, cultivating

shared agreements, positive narration, alignment between objectives and learning experiences, development of essential questions, entrance and exit activities, and selecting focus standards.

During the 2022-2023 school year, we hired an additional member to the Leadership Team whose partial role is to support the development of our Special Education Program. Our Principal serves as our Resource Specialist who provides push in support to students with disabilities, collaborates with general education teachers and service providers, and provides Professional Development opportunities on topics such as differentiation and accommodations.

Our Executive Director, previously our Director of Decolonial Wellness has continued to play a hands-on role in the area of Culture, Climate, and Instruction. She conducts instructional rounds, supports the development of staff through coaching, and continues to play a pivotal role in planning and leading professional development for staff.

### **Summary of Performance on Measurable Pupil Outcomes**

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

Element 2 in our Charter Petitions names Pupil Outcomes as state priority number 8. The intended goal was to achieve proficiency in all core subjects. As of now we are seeing great progress in English. We are hoping to see an increase in the area of math based on the above mentioned actions named in question 6 we are taking as a school.

### **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:**

The overall success of Los Angeles College Prep Academy's EL population has remained consistently strong. RFEP percentages have averaged 28% including during the reopening year. The ELA CAASPP scores show 38% of students at or above grade level. Suspension rates are also low with no suspensions over the past 2 years. Math continues to be an area of concern and need for growth. This year we continue to support our Math teacher with coaching and professional development along with the plan to use LACC as a support for students who are excelling or ready to be pushed in Math.

#### **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:**

Throughout fall and spring 2021-2022, Los Angeles College Academy met with parents, students, teachers, and staff at the school through forums and School Site Advisory Council Meetings, to create the 2022-2023 budget. During these meetings, stakeholders reviewed data to develop support systems for our students and then provided feedback

for integration into our budget. In assessing the instructional focus for the 2022-2023 school year, Los Angeles College Prep Academy used collected feedback to determine the school should focus on the following goals; a) provide interventions to support students in meeting ELA academic standards b) provide interventions to support students in meeting Math academic standards and c) provide professional development to teachers and classified staff that supports the academic learning growth for all students including the subgroups of socio economically disenfranchised, English Learners, and students with disabilities.

We use school wide events to engage parents and bring them into conversations that support continuing to build on practices at Los Angeles College Prep Academy. Opportunities for input range from events such as but not limited to: Love @LACPA, Parent/Guardian Meetings, Conferences, and surveys.

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

This year we have been able to address learning loss in a number of ways:

Our bell schedule has allowed us to integrate a multi-tiered approach that results in robust school wide tier 1 support and allows all of our students to receive support based on their individual needs. Our instructional program allows opportunities for our students to have access to personalized instruction through college courses via dual enrollment, AP courses, and credit recovery courses based on need and interest. In addition, our bell schedule provides opportunities for all students to engage in well being activities through Homeroom, Mentor Check ins, and Community Wellness.

As mentioned above, Our Professional Development cycle also continues to support addressing areas of need. One of the recurring strands that we weave through all areas of development is that of wellness through deconstructing our perspective of work life balance. We believe this approach of centering wellness and humanizing our experiences lays a strong foundation for cultivating a strong culture of climate and instruction. This has also led to a partnership that allows for our students to experience nature based learning field trips on a monthly basis.

We have also continued to partner with SIPA for mental health support and have a counseling intern on staff that focuses on providing access to well being practices twice a week.

## **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:**

N/A