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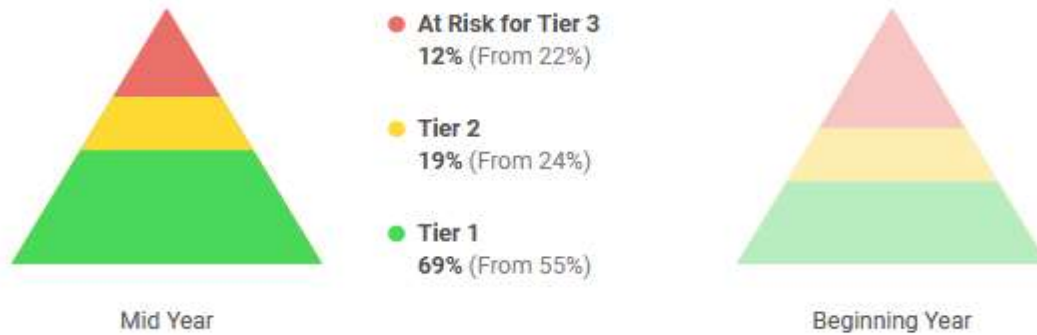
Response from College Preparatory Middle

Academic Memo for College Preparatory Middle School

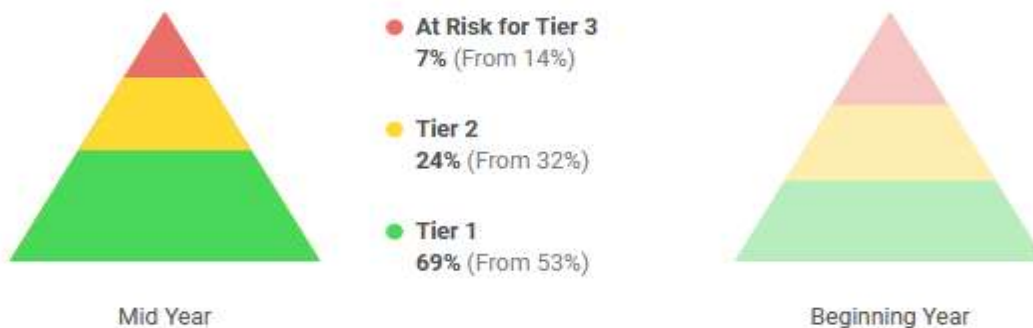
At CPMS, data analysis plays an integral role in the development of appropriate and effective instruction. The data derived from our I-Ready diagnostics and other assessment tools provide our staff with the information they need to understand student's areas of strength and weakness

As outlined in element 2 of our charter petition, assessment is essential for measuring students' academic needs and ensuring that all students are mastering grade level standards. As of this writing our students have been assessed using our adopted diagnostic at the beginning of the school year (Sept. 2019) and again at the mid-year (Jan. 2020). The results at mid- year demonstrated strong progress for our students thus far:

School Overall Progress in Reading (Fall and Spring I-Ready Assessment Comparison):



School Overall Progress Math (Fall and Spring I-Ready Assessment Comparison):



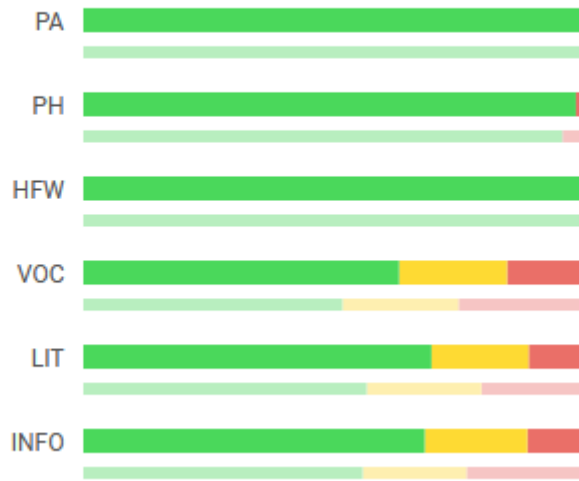
Teacher Analysis of these assessment results assists us to determine:

- Skills/concepts to be taught/emphasized in all classes
- Students in need of intense remediation and/or additional intervention support
- Adjustments to intervention groups
- Professional development for teachers to provide targeted instructional support

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- Areas of greatest progress and greatest need:
Reading Domain:

Placement By Domain

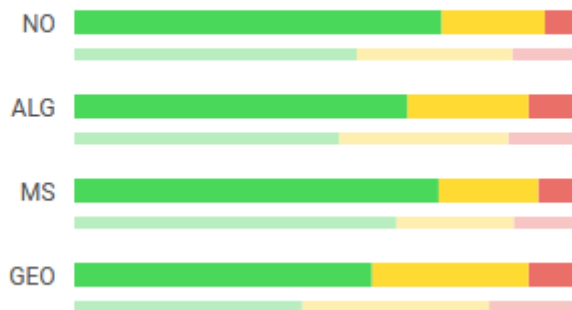


Key: Phonological Awareness (PA) Phonics (PH) 2% High Frequency Words (HFW) Vocabulary (VOC) 15% Comprehension- Literature (LIT) 11% Comprehension-Informational Text (INFO)11% (Smaller, lighter lines denote results at first assessment.)

The academic program at CPMS is centered on providing students a strong foundation in literacy, therefore continuous improvement in the areas of vocabulary and reading comprehension are an overarching goal. At CPMS, we fully understand the reciprocal relationship between vocabulary knowledge and reading comprehension. To that end, vocabulary building continues to be an instructional focus throughout the year.

Math Domain:

Placement By Domain



Key: Number and Operations (NO) 6% Algebraic Functions (ALG) 9% Measurement and Data (MS)7% Geometry (GEO)9% (Smaller, lighter lines denote results at first assessment)

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Currently our areas of focus for math include the areas of Geometry and Algebraic functions. Generally speaking, we have just begun our units on geometry and more advanced algebraic expressions, so these results are not surprising. When we compare our results in these areas (the smaller lighter colored lines indicate results at the beginning of the year), we are pleased overall with our student progress to date.

Engaging with Data (Measurable Outcomes):

At the beginning of the school year, 58 students were identified as being in need of more intense intervention. With parent permission, these students were provided an additional 55 minutes per week of computer adapted instruction which builds a unique lesson plan of online instructional lessons based on a student's test performance, with an individualized starting point for every student. Within each lesson, students receive an instructional tutorial, one or more practice sessions, and a final quiz. Teachers monitor student progress and modify instruction as necessary.

Anecdotally, as the weeks progressed, teachers found that these students were performing better in all of their classes as a result of receiving that extra targeted support. At the spring assessment, some of these students were able to move out of intervention, making room for other students who could use a bit more practice.

As previously stated, the data collected from our assessment systems help teachers to pinpoint their students' strengths and provides them with actionable information on what students should work on next.

College Preparatory Middle School
SBE Addendum to Academic Memo 2020-2021

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.

All adopted curriculum utilized by CPMS offer an online component. Every text, workbook, and ancillary material is available to all of our students in the online format. Each adoption has the same publisher per subject and grade level which provides a level of consistency in the processes and protocols for their use, and in the layout of the text. All students enrolled have been provided a school issued Chromebook and Google account/password for school use. Additionally, all students have been provided with a hard copy of their student workbooks which they will use when working with their teachers on campus or at home.

Whether instruction is offered in-person or from a distance, teachers will employ a variety of formative and summative assessment tools (e.g. end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) which will enable them to determine students' skills and knowledge, and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success. Assessment and grading of individual student work serves as a direct measure of student participation in the school program.

To maximize learning, all teachers in all grades will follow a consistent instructional methodology. Working within a model that provides for direct instruction, guided practice, and student mastery, teachers will use an instructional approach which students will experience in each of their classes throughout the school day. Teachers will begin by making a connection to the student's prior learning and directing the teaching to the lesson's objective. Students will then move to practicing content with the teacher's guidance. After the teacher feels confident in the students' understanding as a group, the lesson will move into individual student practice. To further and extend student learning, well thought out homework (practice) will be assigned, all with an eye to assessing student progress and informing instruction for the next day.

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

All students enrolled have been provided a school issued Chromebook and Google account/password for school use. CPMS has entered into an MOU with the San Diego County Office of Education to provide low cost/subsidized internet programs for those families that may have internet access issues. CPMS also received a grant from the State through a partnership with T-Mobile to provide mobile hotspots, for areas where internet access may be limited.

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.

The CDE cites the urgent need to engage in high quality, diagnostic assessments to identify where students are at in their learning. This fall (2020-2021) will require that we start the year in partnership with our families to administer our first diagnostic assessment (at home) to ascertain (for the school and our families) where students are now performing academically and how we

can structure and differentiate our instruction to address any learning gaps. This first benchmark assessment will provide us with the information we need to guide our curricular planning.

Our Adopted Curriculum for Math and English Language Arts offers a robust diagnostic assessment tool which allows our teachers, parents/guardians and students to identify skill areas of academic strength and challenge, and then provides an individualized instructional platform tailored specifically for that student.

Additionally, our staff has always relied on a full array of informal and formal assessments to help them to measure their students' progress. Whether we continue in the Distance Learning format, or move to a modified "Hybrid" method of instruction, informal assessments will play a key role in determining our student's skills and knowledge gaps. Teachers will continue to create classroom activities to determine what students have and haven't mastered yet, provide feedback and adjust their instruction. A goodly amount of informal and formal assessment tools are embedded in our curriculum adoptions.

CPMS offers a full inclusion model. Our special populations of students (EL, SpEd, Homeless and Foster Youth) are included in the full program of offerings at CPMS. The expectation of every student at our school is that they will receive a rigorous academic program that meets grade level standards. Supports are embedded throughout the program to help students to progress and achieve their best. Teachers use a variety of instructional methods to meet the needs of all of our students, including those in our special populations, by modifying assignments to meet accessibility standards, collaborating with our Ed Specialist, our EL Coordinator and meeting individually with students, in small groups, via phone calls or Google Meets. Afternoon tutorial is offered to all students who may need additional academic support. Any student who is found to be performing below grade level will be assigned to afternoon small groups to work with a teacher on those skills for improvement. Additional blocks of intervention and practice will be offered to further support student growth. Each October, parent conferences are held to discuss a student's current level of achievement and a plan is offered to address any gaps or unfinished learning.

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. Building trusting relationships with our students and their families is just as important as building an effective academic program. Now more than ever, instruction should be focused on building connections and avenues for students to form caring collaborative relationships with their teachers and their fellow students.

A re-engagement team has been established that will develop health and wellness support activities for students to participate in throughout the day, and provide check in's for at risk students.

CPMS has a strong partnership with San Diego Youth Services, which provides counseling and mental health support for students and families as well as referrals for other community agencies to help with issues such as housing, food insecurity, health care and other social service needs. SDYS currently offers virtual home visits for families, virtual clubs and support groups as well as on line counseling appointments. This year, in partnership with SDYS, CPMS will have a Counseling Intern (Masters Level) placed on our campus to provide individual, family and group counseling support.

Each morning will start with a check in during Tiger's Den (Student's scheduled homeroom). Teachers will have the opportunity to meet with their students and start the day on a positive note, ready for learning. Students will be able to interact with other students in their "Den" and participate in activities to promote relationship building and build a "growth mindset."

Activities will be offered during morning break as well as after school in an effort to help students remain physically active and engaged.

In collaboration with our very active PTSA, supporting activities are being developed to enhance school connectedness and relationship building for our students. As of this writing our PTSA is developing a survey for students to determine the types of activities they might be interested in. Ideas to create opportunities for student engagement are welcome. Additionally, PTSA will be supporting our PREP awards program to recognize those students exhibiting P.R.E.P. attributes (Professional, Respectful, Engaged, Prepared) in their classes.

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

Maintaining our excellent program at CPMS begins with planning a budget that can operate at current funding levels, as well as at the reduced cash flow levels that are anticipated due to the deferrals. State payment deferrals and ongoing economic uncertainty have certainly influenced our budget planning for 2020/21. With the assistance of our back office provider Charter Impact, the school management and CPMS Board of Directors continue to closely monitor all activities to ensure adequate cash availability.