California Department of Education  
Charter Schools Division  
Created 01/2024  
memo-lacb-csd-jun24item02  
Attachment 8

# College Preparatory Middle School Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 10269 Madrid Way Spring Valley, CA 91977-1928
2. **Located within the District Boundaries:** La Mesa - Spring Valley School District
3. **Website Address:** www.mycpms.net
4. **County-District-School (CDS) Code:** 37771640137356
5. **Charter Number:** 1967
6. **Current Charter Term Start Date:** 2018
7. **Current Charter Term End Date:** 2026
8. **School Description:** College Preparatory Middle School (CPMS) provides a safe, nurturing educational community for the middle school learner based on mutual respect and high expectations for academics and behavior, with the appropriate supports in place to ensure all learners succeed.
9. **Grade Levels Served:** 5-8
10. **2022–23 Enrollment:** 394
11. **Instruction Type:** Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 8.9% | 17.8% |
| Foster Youth | Not Listed | 0.3% |
| Homeless | Not Listed | 3.6% |
| Socioeconomically Disadvantaged | 33.5% | 64.4% |
| Students with Disabilities | 6.1% | 16.8% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 4.3% | 7.9% |
| American Indian | Not Listed | 0.1% |
| Asian | 3% | 2.6% |
| Filipino | Not Listed | 2.2% |
| Hispanic | 27.9% | 52.3% |
| Pacific Islander | Not Listed | 0.4% |
| Two or More Races | Not Listed | 8.2% |
| White | 57.9% | 26.2% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Blue  1% chronically absent | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | Yellow  1.5% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | Orange  64.7% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | N/A | **Orange**  86.4% graduated |
| **College/Career** | N/A | **Medium**  43.9% prepared |
| **English Language Arts** | Blue  77.7 points above standard | **Orange** 13.6 points below standard |
| **Mathematics** | Blue  42.3 points above standard | **Orange**  49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=77164-000&lstSchool=0137356.

## Section 3. Areas of Greatest Progress and Need

### Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.

As the dashboard performance indicators identify, CPMS has low absenteeism, low suspension rates, and our students are making good academic progress , overall (77.7 points above the standard in ELA and 42.3 points above the standard in Math), including sub-groups such as English Learners, with 64.7% making progress. Last Spring we reclassified 16 of our 35 English learners, or 45.7%. In 22-23 we offered many parent engagement opportunities and a full program based on supporting students where their skills indicated additional need.

The hiring of a full time Interventionist expanded the level of support we were able to provide all of our students. The addition of our full time counselor, coordinator of curriculum and additional paraprofessionals have had a positive impact on our campus and our ability to serve students, staff and families.

Additionally, our staff completed a full year of professional development (offered by Los Angeles County Office of Education) centered around providing Integrated support to our English Learners. Strategies learned and reviewed in professional development are integral in allowing our staff to fill their instructional toolboxes in order to best support our English Learners. We believe that the professional development provided and the additional focus on the instruction of our EL students articulated in our high reclassification rate this past year.

### What internal assessments (not 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?

CPMS utilizes i-Ready (Curriculum Associates) as its main curriculum for Math and Language Arts. i-Ready is on the State approved Verified Data list. At CPMS, we utilize the i-Ready Diagnostic Assessment (as our local assessment) to identify student academic needs and inform our instructional program. These assessments are given 3 times a year.

Mid-year data from our second diagnostic in comparison to beginning of the year baseline data indicates an increase of Tier 1 students in both Math and ELA as well as a decrease in percentages of students in Tiers 2 and 3, in both Math and ELA.

The data we derive from our i-Ready assessments is essential in measuring student academic needs at a more individualized level and assists us in determining any necessary programmatic changes and future staff development needs.

### Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.

When we compare subgroup data of English Learners who meet and exceed standards from year 21-22 (11.76% ELA/17.65% MA) to year 22-23 (26.32%ELA / 26.32% MA), we see that our efforts in providing professional development to strengthen support for subgroups has resulted in gains. Last Spring we reclassified 16 of our 35 English learners, or 45.7%. Additionally, English Learner data on the ELA assessment shows that we are approximately 36 points above standard for year 22-23 which is an increase in comparison to year 21-22. 64.7% of our English Learners are making progress, in comparison to the State, that shows 48.7% of English Learners making progress.

When we compare subgroup data of Socioeconomically disadvantaged students who meet and exceed standards from 22-23 to the year prior, we see largely maintained percentages at 76.19% ELA and 59.84% Math. Dashboard data for this subgroup (Socioeconomically disadvantaged learners) shows that we are 54 points above standard in ELA and 20 points above standard in Math for year 22-23.

Despite gains made, our EL students, Socioeconomically disadvantaged students and those with IEP’s still need additional support to strengthen their skills,

address their areas of challenge and meet grade level standards. In the 2023-2024 School Year we are continuing to focus on the growth and progress of all of our subgroups (utilizing our local assessment data) and designing additional supports to increase their vocabulary and comprehension skills. Teachers regularly collaborate in grade level, content level meetings, special education check-ins and coaching meetings to discuss and share best practices and instructional strategies in order to best support students.

### How is the School addressing these areas of need? Include references to student groups.

Our newly hired Intervention teacher is providing English Language Development (ELD) support for our EL students as well as offering vocabulary instruction for students who are performing below grade level in ELA. English learners are also provided Designated support weekly, grades 6-8, @75+ minutes each week and grade 5, @55+ minutes each week. Additionally EL students are offered after school tutorial, and targeted small group instruction where they are invited by their teacher for more small group- content specific support. Our Intervention teacher also pushes into our 8th grade math classes to provide additional support.

All students are encouraged to attend after school tutorial (M-Th) to get additional support from their classroom teachers.

We continue to employ additional support staff to provide direct assistance to students in their classrooms in both our 5th grade and for our SpEd students. We have 4 instructional aides on campus. These staff are able to provide 1:1 support and work with small groups to give students additional support. These staff work with students individually, in small groups and provide push in support in the general education classrooms. Additionally, our resource team collaborates weekly with our general education teachers to strengthen our inclusive practices.

Our full-time Counselor is able to provide targeted study skills groups to help students to develop their organizational skills, form strong study habits and prioritize their work. Our counselor assists families with accessing student assignments and grades so that they may be kept informed of their student’s academic progress.

While we continue to use the strategies and supports learned and reviewed in our EL Professional Development last year, the focus of our Professional Development this year is in incorporating best practices and techniques to promote engagement and provide regular routine and structure in each of our classrooms (7 Tiger Techniques-Teach Like a Champion).

## Section 4. Summary of Performance on Measurable Pupil Outcomes

### Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.

As outlined in Element 2 of our charter petition, assessment is essential for measuring students’ academic needs and ensuring all students are mastering grade level standards. As of this writing, our students have been assessed using our adopted and verified Curriculum Associates iReady diagnostic both at the beginning of the school year (September 2023) and again at mid-year (January 2024).

When looking at Reading data, school-wide, our Tier 1 students have increased from 63% BOY to 72% MIDY. Tier 2 percentages have decreased from 22% to 18% and Tier 3 students have decreased from 15% to 9%. School-wide Math data shows that students have increased from 52% to 69%, Tier 2 percentages have decreased significantly from 39% to 26% and Tier 3 students have decreased from 9% to 5%.

Overall student growth from beginning of the year to mid year in both Reading and Math show that students at College Prep are demonstrating high growth and high performance.

## Section 5. Local Control and Accountability Plan Progress

### Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.

- Hired Full Time Counselor (Offering SEL and Family Support/Parent Engagement)

- Hired Full Time Coordinator of Curriculum and Instruction (Support teachers with their instruction)

- Hired a Full Time Intervention Teacher focused on ELA/ELD and Math Support

- 4 Instructional Aides to focus on serving students in our 5th grade and Special Education Program

- Offered after school enrichment and support courses (currently serving 130 students)

- Working with SD Youth Services (Community Partner) to provide Weekly Expressive Arts Group (SEL Support)

- Using ELD strategies from previous year’s Professional Development modules “Intentional Teaching Practices for English Learners in an Integrated Classroom” in classrooms.

- 3 Leadership Staff participated in professional development: Certificate in Inclusive School Practices with subsequent training given to staff in Fall 2023.

### Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.

We engage with our Educational Partners in a variety of ways throughout the year including the following:

- Family Surveys

- Staff LCAP Review

- Student Survey

- Weekly Full SGA Meetings

- Weekly SGA Committee Meetings

- Monthly PTSA Meetings

- Quarterly ELAC Meetings

- Monthly “Parent Connection” Coffee with our Counselor meetings

- Monthly Oversight Meetings with CDE

- Monthly Parking Lot Polls (Short surveys in parking lot)

- Weekly Financial Data Meetings with Director/Back office Provider

- Monthly Public Board Meetings

- SELPA Meetings (throughout year) and Consultation

- Weekly Special Ed Department/Teacher Collaboration Meetings

- Public Presentation of LCAP-Board Meetings (Spring)

- Monthly Grade level/Department (Content) Level staff meetings

- Quarterly Coaching meetings with each teacher conducted by Coordinator of Curriculum and Instruction

- Providing weekly Mentorship to new teachers (Induction Program Support)