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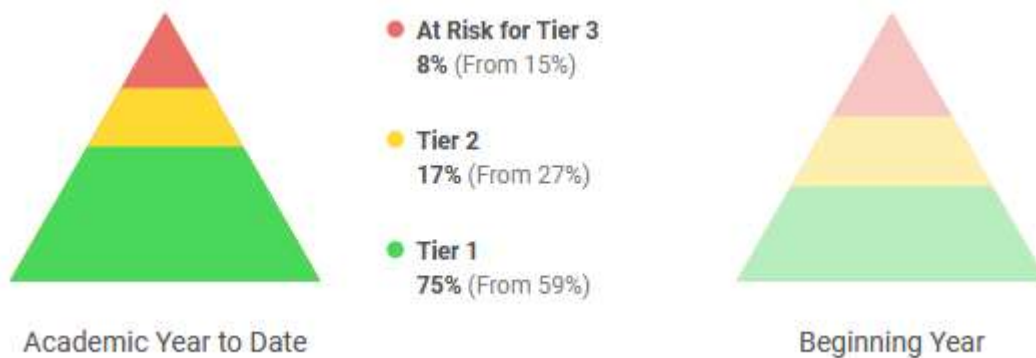
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Academic Memo for College Preparatory Middle School

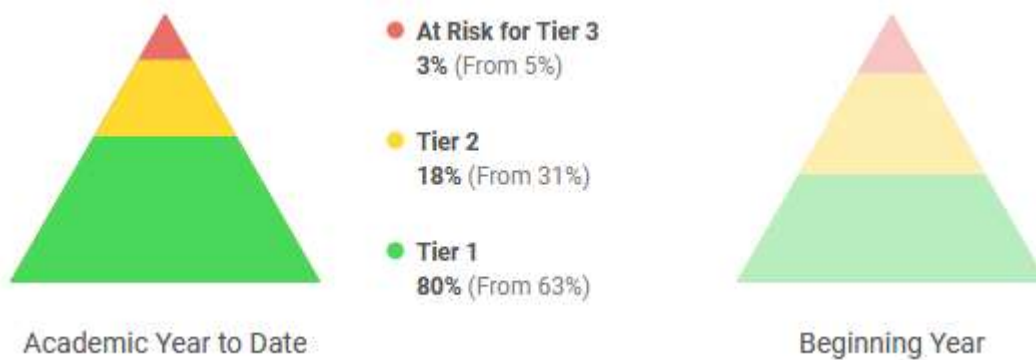
At CPMS, data analysis plays an integral role in the development of appropriate and effective instruction. The data derived from our I-Ready diagnostics and other assessment tools provide our staff with the information they need to understand student’s areas of strength and weakness

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 (April), our students have been assessed using our adopted diagnostic at the beginning of the school year and again at the mid-year (Jan). 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):



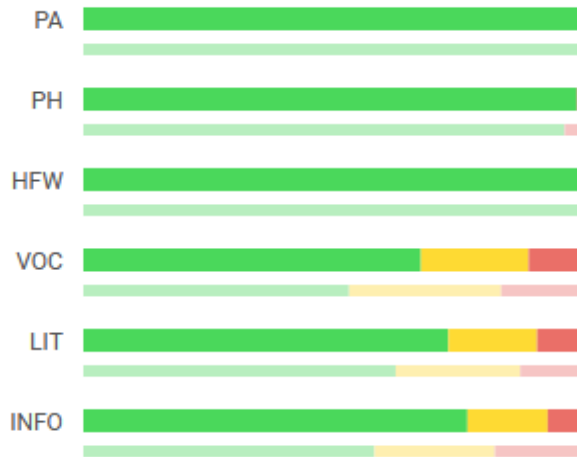
Teacher Analysis of these assessment results assists us to determine:

- 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

Areas of greatest progress and greatest need:

Reading Domain:

**Placement By Domain**

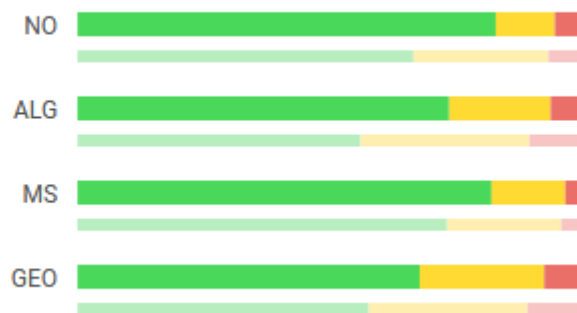


Key: Phonological Awareness (PA) Phonics (PH) 1% High Frequency Words (HFW) Vocabulary (VOC) 11% Comprehension- Literature (LIT) 9% Comprehension-Informational Text (INFO)7%  
(Smaller, lighter lines denote results at first assessment.)

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) 5% Algebraic Functions (ALG)5% Measurement and Data (MS)3% Geometry (GEO)7% (Smaller, lighter lines denote results at first assessment)

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, 30 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.

Local Control Accountability Plan Update:

As of this writing, CPMS has developed a parent survey based on the eight state priorities. We are currently in the collection phase of that information. After the survey window closes, a team of staff will compile and analyze our parent surveys along with our student climate surveys to create a presentation which will be shared with all of our stakeholders (parents, students, staff, SELPA personnel, and board / community members) to get their feedback and input to review and suggest updates to our LCAP.

Additionally, CPMS is scheduled to do an external review of the entire program at the end of May. The outcome of this external assessment of the school will be used to identify needs and provide information to inform our LCAP.

A final review of the draft LCAP will be shared with the public at our May Board meeting.

The final LCAP will be presented at our June public board meeting.