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## College Preparatory Middle – Academic Memorandum Response

### General Information

**School Address:** 10269 Madrid Way, Spring Valley, CA 91977-1928

**Website Address:** [www.mycpms.net](http://www.mycpms.net)

**County-District-School Code:** 37 77164 0137356

**Charter Number:** 1967

**Charter Term:** July 1, 2018 through June 30, 2025

**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.

**Grade Levels Served:** Grade Five through Grade Eight

**2021–22 Enrollment:** 392

**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/>.

#### CAASPP Results for All Grades and Students

<sup>18</sup>  
CPMS opened in 2018-2019. As Such, no data is provided for 2016-17 through 2017-

Year	2016–17	2017–18	2018–19	2019–20 <sup>3</sup>	2020–21 <sup>4</sup>	2021–22
School ELA	No Data	No Data	82.43%	No Data	Local Data	82.98%
School Math	No Data	No Data	74.90%	No Data	Local Data	65.18%
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%

### CAASPP Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	37.5%*	10 or fewer students tested	10 or fewer students tested	80.31%	40%
School Math	34.3%*	10 or fewer students tested	10 or fewer students tested	59.84%	24%
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

<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.

<sup>3</sup> Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

<sup>4</sup> Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

- **Dataquest numbers are being updated to reflect our EL student achievement/progress. As of this date, only half of our EL scores are included on Dataquest. Please see other CA Dashboard and local indicators of EL progress included in this report.**

### Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Low	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	Very High	Medium
Graduation Rate	Not Applicable	Medium
College/Career	Not Applicable	Not Reported
ELA	Very High	Low
Math	Very High	Low

According to the CA Dashboard our students scored 72.9 points above standard in English Language Arts and 36.6 points above standard in Mathematics. Our English Learner Progress showed 84.4% making progress towards proficiency.

## 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>.

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.

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

A full return to campus! As our Dashboard performance indicators identify (see table above), CPMS has low absenteeism, low suspension rates, our students are making good academic progress, overall (including those in our sub groups) our high number of EL students qualifying to be reclassified as fluent English proficient (2021-2022), family engagement and a full program based on supporting students whatever their skills indicate: offering intervention and enrichment.

The hiring of additional staff in key areas of our campus have expanded the level of support we can provide all of our educational partners. The addition of our counselor, coordinator of curriculum and instruction and intervention teacher, have had a positive impact on our campus and our ability to serve students, staff and families.

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

### Internal i-Ready Overall Data for Reading (Fall and Spring Comparison):

#### Fall Diagnostic

61% @ Tier 1  
23% @ Tier 2  
16% At Risk

#### Mid-Year Diagnostic

73% @ Tier 1  
18% @ Tier 2  
9% @ Risk

### Internal i-Ready Overall Data for Math (Fall and Spring Comparison):

#### Fall Diagnostic

52% @ Tier 1  
35% @ Tier 2  
13% At Risk

#### Mid-Year Diagnostic

64% @ Tier 1  
31% @ Tier 2  
5% At Risk

**Internal i-Ready Data: English Learner Progress for Reading  
(Fall and Spring Comparison):**

**Fall Diagnostic**

**53% @ Tier 1**  
**23% @ Tier 2**  
**24% At Risk**

**Mid-Year Diagnostic**

**60% @ Tier 1**  
**24% @ Tier 2**  
**17% At Risk**

**Internal i-Ready Data: English Learner Progress for Math  
(Fall and Spring Comparison):**

**Fall Diagnostic**

**44% @ Tier 1**  
**41% @ Tier 2**  
**15% At Risk**

**Mid-Year Diagnostic**

**57% @ Tier 1**  
**35% @ Tier 2**  
**8% At Risk**

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

We carefully review our CAASPP assessment data each fall. Our objective is to observe any trends we see in our data-especially within our sub groups. On a more local level, 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.

Our 2021-2022 CAASPP results for our EL students and those with IEP's indicated the need for extra instructional support for those students to continue to meet grade level standards and make good academic progress.

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

While we continue to see individual student progress, we recognize that based on our 21-22 CAASPP results, our EL students and those with IEP's need additional support to strengthen their skills, address their areas of challenge and meet grade level standards. (See CAASPP Results for Student Sub-Groups Table above). As of this writing in the 2022-2023 School Year we are continuing to focus on the growth and progress of our EL and SpEd students (utilizing our local assessment data) and designing additional supports to increase their vocabulary and comprehension skills.

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

We have added a full time Intervention teacher focused on providing additional small group support in Literacy and Language Arts for those students. We are providing Designated and Integrated ELD in all of their core classes provided by CLAD credentialed teaching staff. Additionally EL students are offered to attend daily after school tutorial, and targeted tutorial, where they are invited by their teacher for more small group- content specific support. We have added additional support staff to provide direct assistance to students in their classrooms in both our 5<sup>th</sup> grade and for our SpEd students. These staff are able to provide 1:1 support and work with small groups to give students additional support. We have also hired a full time Counselor to provide study skills groups to help students to develop their organizational skills, form strong study habits and prioritize their work. The focus of our Professional Development this year is in the area of providing intentional instructional strategies in the integrated classroom for English Learners.

In addition to working on IEP goals on a daily basis with our Education Specialist, we have hired 2 classroom aides to provide support to our students with IEP's. These staff work with students individually, in small groups and provide push in support in the general education classrooms.

A third classroom aide supports students in our 5<sup>th</sup> grade ELA and Math classrooms.

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

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

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 diagnostic at the beginning of the school year (September 2022) and again at mid-year (Jan/Feb 2023). The results at mid-year indicate strong progress for our students thus far. (See data above)

## **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:**

To address the areas of need identified in our 2021-22 LCAP, we have put the following changes into place during the 2022-23 school year.

- 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 Support
- Hired 2 Instructional Aides to focus on serving students in our Special Education Program
- Hired 1 Instructional Aide to focus on 5<sup>th</sup> grade students in ELA/Math
- Offered after school enrichment and support courses (currently serving 130 students)
- Working with SD Youth Services to provide Weekly Expressive Arts Group (SEL Support)
- Provided Full Staff Professional Development Focus: “Intentional Teaching Practices for English Learners in an Integrated Classroom” (ELD Strategies)
- 3 Leadership Staff participating in professional development: Certificate in Inclusive School Practices (Plan to conduct PD with all staff in Fall)

**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:**

Each year our LCAP is revisited in order to determine if the actions that we have put into place are effective at meeting our identified needs. We seek input from all of our educational partners and consider whether the goals and actions we have adopted are still valid, or if there are new areas of need that need to be included in an updated LCAP.

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 ASB Meetings
- Monthly PTSA 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
- Public Presentation of LCAP-Board Meetings (Spring)
- Monthly Grade level/Content Level staff meetings



- Quarterly Coaching meetings with each teacher conducted by Coordinator of Curriculum and Instruction
- Providing Mentorship to new teachers (Induction Program Support)

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

Utilizing our local assessment data is key to discovering our students' areas of academic need. Post diagnostic, students identified in Tier 2-3 levels attend an intervention block with our Intervention/Reading Specialist as well as receiving additional individualized instruction on our adopted curriculum based instructional platform. Each student's "instructional pathway" is customized to address his or her particular area of need. Teachers are able to pull reports to adjust instruction in their classes to promote student progress. After school tutorial is offered Monday-Thursday each week for students to work with their teachers. After tutorial enrichment and academic support courses are also offered to all students. Student grades, progress as reported by teachers, and diagnostic data are continuously monitored and instruction adjusted throughout the year.

#### **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:**

Independent study is offered on a short term basis at CPMS. The percentage of ADA varies. At P-1 this year Independent Study accounted for approximately 4% of total ADA.