California Department of Education

Charter Schools Division

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Attachment 7

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from College Preparatory Middle (Charter #1967). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## College Preparatory Middle 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | College Preparatory Middle School |
| School Address | 10269 Madrid Way |
| City | Spring Valley |
| ZIP Code | 91977 |
| Located in District | La Mesa-Spring Valley |
| County | San Diego |
| Website Address | www.mycpms.net |
| County District School (CDS) Code | 37-77164-0137356 |
| Charter Number | 1967 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | 5-8 |
| 2023–24 Enrollment | 400 |
| Instruction Type | Classroom-based |

**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.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 6.3 |
| Foster Youth | 0 |
| Homeless | 0 |
| Socioeconomically Disadvantaged | 32.8 |
| Students with Disabilities | 5.3 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 3.8 |
| American Indian | 0 |
| Asian | 2.8 |
| Filipino | 0.5 |
| Hispanic | 26 |
| Pacific Islander | 0 |
| Two or More Races | 6.3 |
| White | 60.5 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 2 | Green |
| Suspension Rate | 1.7 | Green |
| English Learner Progress | 78.3 | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Blue | Above standard | 81.8 |
| Mathematics | Blue | Above standard | 67.4 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 85.3 |
| Mathematics | 76.2 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter 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 (81.8 points above the standard in ELA and 67.4 points above the standard in Math), including sub-groups such as English Learners (ELs), 78.3 percent of which are making progress. Last Spring we reclassified 11 of our 24 ELs, or 45.8 percent. In 23–-24 we offered many parent engagement opportunities and a full program based on supporting students where their skills indicated additional need. Our full time Interventionist has allowed us to expand 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. While our professional development (PD) focus in 22–23 centered around providing Integrated support to our ELs; our focus in 23–24 added additional PD centered around providing support to our Special Education Students. Strategies learned and reviewed in PD are integral in allowing our staff to fill their instructional toolboxes in order to best support all of our students in special populations.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter 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 (September, January, May) 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. Math-Tier 3: 5 percent (Diagnostic number 2), down from 9 percent (Diagnostic number 1) Tier 2: 22 percent (Diagnostic number 2), down from 37 percent (Diagnostic number 1) Tier 1: 74 percent (Diagnostic number 2), up from 54 percent (Diagnostic number 1) The median percent progress towards Typical Growth, school-wide, is 106 percent at the mid year diagnostic (#2). Reading- Tier 3: 11 percent, down from 17 percent Tier 2: 19 percent, down from 23 percent Tier 1: 70 percent, up from 59 percent The median percent progress towards Typical Growth, school-wide, is 100 percent at the mid year diagnostic (#2). 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.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

When we compare subgroup data of ELs who meet and exceed standards from year 2021–22 (11.76 percent ELA and 17.65 percent in Math) to year 2022–23 (26.32 percent in ELA and 26.32 percent in Math) and then to year 2023–24 (45.83 percent in ELA and 37.50 percent Math) we continue to see that our efforts in providing PD to strengthen support for sub groups has resulted in gains. Last Spring we reclassified 11 of our 24 ELs, or 45.8 percent, which is almost identical to the percentage reclassified the prior school year. Though under the threshold to give a performance color this year, our EL Progress Indicator shows that 78.3 percent of our learners are making progress, which is an increase of 13.6 percent. When we compare subgroup data of Socioeconomically disadvantaged students who meet and exceed standards from 2023–24 to the year prior, we see a largely maintained percentage at 75.76 percent in ELA and a slight increase in Math at 64.39 percent. Dashboard data for this subgroup (Socioeconomically disadvantaged learners) shows that we are 56.9 points above standard in ELA and 36.3 points above standard in Math for year 2023–24, both increases from the prior year. Despite progress made, our EL students, Socioeconomically disadvantaged students and those with Individualized Education Plan(IEP) still need additional support to strengthen their skills, address their areas of challenge and meet grade level standards. In the 2024–25 school year, we are continuing to use strategies and best practices gained in previous PD 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.

1. How is the charter school addressing these areas of need? Include references to student groups.

Our Intervention teacher provides an Academic Intervention class each day with students being idenified from our RTI process as needing additional support. In addition to Integrated support for our ELs in their core classes, ELs are also provided Designated support weekly, with grades 6–8, receiving 75+ minutes each week and grade 5 receiving 55+ minutes each week. Additionally, EL students are offered after school tutorial, homework club 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 sixth, seventh, and eight 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 increased our instructional support from the previous year (4 IAs) to 6 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. She also hosts a monthly Parent Connect meeting to strengthen College Prep's relationship with our parents. While we continue to use the strategies and supports learned and reviewed in previous years (Integrated ELD and Special Education PD), the focus of our PD this year is in incorporating best practices and techniques to promote engagement and provide regular routine and structure in each of our classrooms (CPMS Core 3: Culture, Rigor, Data and Teach Like A Champion 2.0, Lemov)

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

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter 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 2024) and again at mid-year (January 2025). 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. Math- Tier 3: 5 percent (Diagnostic number 2), down from 9 percent (Diagnostic number 1) Tier 2: 22 percent (Diagnostic number 2), down from 37 percent (Diagnostic number 1) Tier 1: 74 percent (Diagnostic number 2), up from 54 percent (Diagnostic number 1) The median percent progress towards Typical Growth, school-wide, is 106 percent at the mid year diagnostic (number2). Reading- Tier 3: 11 percent, down from 17 percent Tier 2: 19 percent, down from 23 percent Tier 1: 70 percent, up from 59 percent The median percent progress towards Typical Growth, school-wide, is 100 percent at the mid year diagnostic (number 2). 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 narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Goal 1 Progress:All teaching positions are filled and California state standards alligned curriculum and ancillary materials have been purchased. 100 percent of our teachers are appropriately assigned with three on local assignment options. Goal 2 Progress: Though summative CAASPP and CAST data will not be available until June 2025, we have administered Mid year local assessments via the Iready platform.  School wide, our 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. 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. Math- Tier 3: 5 percent (Diagnostic number 2), down from nine percent (Diagnostic number 1) Tier 2: 22 percent (Diagnostic number 2), down from 37 percent (Diagnostic number 1) Tier 1: 74 percent (Diagnostic number 2), up from 54 percent (Diagnostic number 1) The median percent progress towards Typical Growth, school-wide, is 106 percent at the mid year diagnostic (#2). Reading- Tier 3: 11 percent, down from 17 percent Tier 2: 19 percent, down from 23 percent Tier 1: 70 percent, up from 59 percent The median percent progress towards Typical Growth, school-wide, is 100 percent at the mid year diagnostic (#2). 100 percent of staff is participating in PD offerings, instructional coaching sessions and collaborative grade level and departmental meetings. Our Intervention teacher provides daily and weekly EL support for students as well as additional daily support to those students who are experiencing academic challenges. She also provides daily push-in support to Math classrooms in grades six, seven, and eight. Special Education students are provided daily support from our Ed Specialist as well as push-in support by our para educational team. The school Psychologist and Ed specialist provide support to families through clear, well organized IEP meetings. Goal 3 Progress: CPMS maintains a safe, welcoming and supportive workplace that engages staff, students and families. Survey results will be available in May 2025. Our facilities are in good repair. Our master schedule offers all of the core classes and an array of elective classes. CPMS continues to offer opportunities for parents to volunteer, engage, provide input and support students as evidenced by PTSA meetings, English Language Advisory Committee (ELAC) meetings, Parent Connections, Fall conferencing, IEP meetings and other team meetings, to date. Our counselor is providing study skills, as well as group and individual counseling. She provides fifth grade social emotional learning activities, "lunch bunch" for all grade levels as well as an after school book club. Parent connection meetings are offered monthly. Our after school enrichment activities are currently serving 175 students in various club and activities.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter 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 progress reports via Aeries, ParentSquare alerts, weekly full Student Government Association (SGA) meetings, weekly SGA committee meetings, monthly Parent Teacher Student Association 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 and back office provider, monthly Public Board meetings SELPA meetings (throughout year) and consultation, weekly Special Education Department andTeacher collaboration meetings, public presentation of LCAP-Board Meetings (Spring), monthly grade level meetings, monthly department/content area meetings, monthly parent outreach from staff, quarterly coaching and/or data meetings with each teacher conducted by Coordinator of Curriculum and Instruction, and providing weekly mentorship to new teachers (Induction Program).

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

CMC

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

CMC

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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