California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 22

# Los Angeles College Prep AcademyAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 625 Coleman Avenue, Los Angeles, California 90042-4903
2. **Located in District:** Los Angles Unified School District
3. **Website Address:** http://www.lacpacademy.org
4. **County-District-School (CDS) Code:** 19.77289.0109942
5. **Charter Number:** 741
6. **Current Charter Term Start Date (mm/dd/yyyy):** 09/13/2019
7. **Current Charter Term End Date (mm/dd/yyyy):** 06/30/2027
8. **School Description:** The mission of Los Angeles College Prep Academy (LACPA) is to improve student achievement by providing a high-quality, standards-based educational opportunity for all students that attend LACPA. At LACPA, learning occurs in a small, safe, supportive environment, and every student, regardless of his or her academic background, participates in a meaningful, high-quality, college preparatory program that emphasizes leadership and academic skills.
9. **Grade Levels Served:** 9-12
10. **2022–23 Enrollment:** 41
11. **Instruction Type:** Classroom 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 | 19.5% | 22.6% |
| Foster Youth | 0% | 0.8% |
| Homeless | 0% | 1.7% |
| Socioeconomically Disadvantaged | 82.9% | 86% |
| Students with Disabilities | 9.8% | 14.6% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 0% | 2.9% |
| American Indian | 0% | 0.1% |
| Asian | 0% | 1.3% |
| Filipino | 0% | 0.6% |
| Hispanic | 80.5% | 77.2% |
| Pacific Islander | 0% | 0.1% |
| Two or More Races | 0% | 0.2% |
| White | 2.4% | 2.9% |

## 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** | NA | **Yellow**24.3% chronically absent |
| **Suspension Rate** | BlueNo Suspensions | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Progress Color | **Yellow**48.7% making progress |
| **Graduation Rate** | No Progress Color78.6 graduated | **Orange**86.4% graduated |
| **College/Career** | No Performance Color15.4% prepared | **Medium**43.9% prepared |
| **English Language Arts** | No Preformance ColorLess than 11 students | **Orange**13.6 points below standard |
| **Mathematics** | No Performance ColorLess than 11 students | **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  www.caschooldashboard.org/reports/19772890109942/2023.

## Section 3. Areas of Greatest Progress and Need

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

Based on the California Dashboard Data, LACPA’s one of our greatest area of progress during the 22-23 school year is in the area of English Language Arts. Forty-two percent of students who took the ELA portion of the CAASPP met or exceeded the standard. This was a 4% increase from the previous year.

Another one of our greatest progress based on the California Dashboard is oursuspension rate. We are proud that we have been able to keep our suspension rate at 0% for another year. This is due to the restorative approach we take when supportingstudents' needs.

A third area of strength is our progress with our English Learners. During the 22-23 school year, we had a 25% reclassification rate. Although the Dashboard does not have a performance level for our English Learners due to the small population of English Learners that we thought it was important to share.

1. **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?**

We use i-Ready by Curriculum Associates as our internal assessment. The i-Ready assessment is administered to students at the beginning of the year, middle of the year, and again at the end of the year. This allows students and staff to get individual student data at multiple points in the year, providing opportunities for us to identify trends, successes, and create goals for next steps. Based on our internal assessment, our greatest area of progress is in Reading. According to the middle of the year assessment, 14% percent of students were at, or above grade level and 24% percent of students were one grade level below.

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

According to the data, our greatest need is in math. We saw a consistent trend in the area of need based on the CAASPP Math data and our i-Ready Math data. We had 8% of students who met standard and 8% of students who scored standard exceeded on the Math portion of the CAASPP. When processing data as a school site team we ensure to identify embedded supports, scaffolds, and accommodations for both our multilingual learners and students with individualized education plans to reduce their scores being impacted or impeded by a lack of access.

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

In efforts to support our areas of need, we have done the following:

During the 22-23 school year, we intentionally restructured our bell schedule and instruction program. We moved to a 4x4 model and operate on a quarter system, allowing students to take 3 core classes a semester and be enrolled in a 4th course that supports the individual needs of every student. Each quarter our students are enrolled in a 4th period that serves as an opportunity for students to receive small group instruction, take a college course through dual enrollment, and or take a credit recovery course if needed. We were also able to embed daily opportunities for our students to receive wellness, mental health support, and participate in extracurricular activities.

To specifically support the improvement in mathematics, we have continued with the use of the math curriculum we adopted last year. We also had the opportunity to participate in California Math Collaborative last year as part of our Professional Development and will be participating in it this year as well. Participating in the California Math Collaborative has allowed us to deepen our knowledge and develop our skills set around evaluating math curriculums.

During the 22-23 school year, we hired an additional member to our Leadership Team whose partial role is to support the development of our Special Education and Multilingual Programs.

We have enhanced our professional development cycle to include opportunities for our staff to review their curriculum through a critical lens, providing space for teachers to ensure units and lessons are rigorous and culturally relevant. Topics covered in PD include but are not limited to identifying and internalizing focus standards, creating strong essential questions and multidisciplinary projects, literacy rich practices, and enhancing our wellness through vision alignment, school wide agreements, and college and career readiness.

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

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

During the 22-23 school year, we had 70% of students who took the AP English Literature exam passed with a 3 or 4. We are extremely proud of our students' progress.

On the English portion of the CAASPP, 42% of students scored “met standard” or “above standard”, which was a slight increase from the year prior (38%). On the Math portion of the CAASPP 16% of our students scored “met standard” or “above standard”. This was a 16% increase from the previous year.

Using our middle of the year internal assessment data (iReady) we have 14% of students at or above grade level in the area of Reading with 27% of students placing one grade level below.

During the 22-23 school year, we were also able to reclassify 25% of our English Learners.

## Section 5. Local Control and Accountability Plan Progress

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

Two of our goals on the LCAP revolve around providing support and interventions to students in Math and ELA. One way we have been able to increase support for our students is through the Study Lounge block. During the study lounge block our students have access to receive small group or individual intensive academic support through both a collaborative push in model and one on one check ins. During this time, students can also be seen building up their literacy skills by partaking in lessons that allow students to practice reading comprehension skills, build an academic vocabulary, and participate in both verbal and written discussions. In addition to students building on their literacy skills, they can also be seen engaging in activities that include science, technology, engineering, arts, and mathematics.

Another way we have been able to support students' performance in English and Math is through Professional Development. Professional Development was another one of our LCAP goals, specifically providing opportunities to enhance staff's ability to support the academic learning growth for all students including subgroups. In order to support professional development, we have taken the following actions:

• During the 22-23 school year, we expanded our leadership team and onboarded a principal. Throughout the school year the Executive Director, Director of Academic Counseling and the Principal facilitate Professional development opportunities that are centered around quality programs rooted in decolonization and providing access to all learners. Some topics we have covered in PD include data dives, where we review students’ progress and/or assessment data to identify trends, strengths, and areas of growth, strategies and supports for multilingual students and students with individualized education plans,

• We have also identified specific and targeted professional development opportunities for all staff including offerings from UCLA Center X, The History Project at Stanford, UC Davis Environmental Justice Project, The Math Collaborative, CCSA conferences, AEOE conferences, and webinars through LACOE.

• Another form of professional development that supports building capacity across our staff is through our coaching model. Teachers participate in weekly check ins with an administrator. Weekly checks serve as an opportunity for a number of activities including reflecting on one's practice, goal setting, discussing classroom data and instructional practices, and troubleshooting solutions for areas of challenge.

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

To increase community input LACPA has held a variety of meetings that include but are not limited to: Community Wellness Workshops, Family conferences, back to school night, open house, Board meetings and events open to the community such as Love at LACPA and Paint and Sips.

This year we have also partnered with Enrollment Professor and Smart Teach Education Services to support advertising, social media networking, and growing LACPA.

We continue to partner with several local community organizations such as: Regenerative Collective, Street Poets, Hermon Advance Team, Comprehensive Community Health Centers, Arroyos and Foothills Conservancy, Proyecto Ya, CSSA Membership.