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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

New West Charter – Academic Memorandum Response

General Information

School Address: 1905 Armacost Avenue, Los Angeles, CA 90025-5210

Website Address: www.newwestcharter.org

County-District-School Code: 19 75663 6120158

Charter Number: 0431

Charter Term: July 1, 2017, through June 30, 2024

School Description: The mission of New West Charter (NWC) is to provide an academically rigorous, highly individualized education for twenty-first century students in grade six through grade twelve. NWC aims to produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

Grade Levels Served: Grade Six through Grade Twelve

2021–22 Enrollment: 1041

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/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	75.10%	75.83%	77.72%	No Data	67.68%	65.97%

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School Math	56.73%	58.28%	56.59%	No Data	45.04%	45.04%
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%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	15.00%	No Data	No Data	52.71%	25.71%
School Math	9.52%	No Data	No Data	25.67%	15.49%
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 <https://www.cde.ca.gov/ta/ac/cm/dashboard toolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

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

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
ELA	High	Low
Math	Medium	Low

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?

New West Charter School administers NWEA MAP as its internal assessment twice per year in the subjects of math, reading, and science. NWEA MAP is on the CDE's list of approved verified data providers.

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

New West students' academic achievement continues to significantly outpace their peers in the local district (LAUSD) and at the state in every measure. Notable progress in academic achievement was made by English learners in 2022. Additionally, graduation rates remained high throughout the pandemic.

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

New West English learners increased their academic achievement, as measured by ELPAC, from 55.6% in 2019 to 59.4% in 2022. New West maintains 'very low' chronic absenteeism and a 'very low' suspension rate, as indicated on the California School Dashboard, as well as a 'high' graduation rates. Compared to 2020-21, more New West students met their annual growth targets in each subject area, as measured by NWEA MAP results in 2021-22.

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

Despite growth in the achievement of English learners, this is an area New West seeks to further improve. Additionally, more targeted support is needed for students with disabilities and those classified as socioeconomically disadvantaged.

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

As noted on the Dashboard, New West EL students in ELA and math had ‘very low’ achievement; socioeconomically disadvantaged and students with disabilities also had ‘low’ achievement in ELA and math in 2021-22.

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

Supporting English learners *Strategies*: (1) Improve access for Spanish speaking families to information about the school, student grades, and academic expectations in accordance with the English Language Development Teacher and DEI Office. (2) Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels in accordance with the English Language Development Teacher and DEI Office. (3) Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success in accordance with the English Language Development Teacher and DEI Office.

Supporting Socioeconomically Disadvantaged students *Strategies*: (1) Provide more access to tutoring opportunities so all students have access to off-campus assistance accordance with the DEI Office. (2) Provide scholarships for low-income students to attend adventure trips and extracurricular activities so that learning opportunities are available to all in accordance with the DEI Office. (3) Provide meals to ensure all students receive proper nutrition during the school day in accordance with the DEI Office and California’s Universal Meal Mandate (Education Code 49501.5). (4) Provide technology to students who need access outside of school. (5) Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success in accordance with the DEI Office.

Supporting Students with Disabilities *Strategies*: (1) Ensure that high quality Special Education teachers are on staff. (2) Ensure that teachers are providing accommodations and modifications at all parts of the learning cycle. (3) Ensure that all 504s are being implemented in every class and updated as necessary. (4) Ensure that all students have access to learning materials. (5) Ensure that all IEPs are being implemented in every class and updated as necessary.

Summary of Performance on Measurable Pupil Outcomes

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

New West was largely on track to meet the achievement goals detailed in Element 2 of the most recent petition. However, the onset of the global pandemic and the rapid shift to distance learning has impacted achievement across the board. New West is relieved

that ‘learning losses’ were not as dramatic seen across the state, and we are confident that students will recover quickly from these setbacks. Prior to the pandemic, New West’s schoolwide outcomes on ELA and math CAASPP assessments were on track to achieve the ‘met’ or ‘exceeded’ standards for each subject, pacing just a couple percentage points behind targets, but more than 20 percentage points ahead of the state in ELA and nearly 17 percentage points ahead on math. Our 2021-22 testing data indicates we are regaining our footing and are still beating the state by 20 points on both measures. Our success in this area we believe is not only attributed to our engaging and well rounded educational program, but our consistency in schoolwide goal planning. Our LCAP goals align with those detailed in our petition, and the LCAP process provides us with distinct opportunities each year for a formal review and feedback process with our school’s stakeholders, meaning we are in a state of continuous improvement that allows leadership and teachers to make just-in-time adjustments to ensure students are receiving the instruction and supports needed to achieve academic outcome goals.

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:

Goal 1: New West Charter School will close the achievement gap for subgroup students and continue to strive to achieve a high level of academic excellence by ensuring all students are on track to graduate college and career ready.

Progress toward achieving Goal 1. New West continues to provide a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. School leadership and teachers use the results of internal and state assessments to monitor the progress of low-income students and English Learners, which helps inform supplemental supports, including tutoring, instructional technology, and small group intensive instruction. ELs are provided English Language Development, and a comprehensive SPED program is available to our students with IEPs. All students, including student subgroups, are making steady progress toward getting back to pre-pandemic achievement levels as measured by CAASPP and internal NWEA MAP. More than half of English Learners achieved a Level 3 or 4 on the ELPAC, and 11.4% were reclassified in 2020-21—an 8% increase over 2019-20 levels. 47.7% of students in ELA and 58.2% of students in math achieved Fall-to-Winter growth goals as measured by NWEA MAP. One-hundred percent of graduates met UC/CSU entrance requirements, and 99% of our graduating seniors were accepted to college. New West met all local indicators—all students have access to their own copies of standards-aligned materials; all adopted standards have been implemented and all students have access to a broad course of study; 100% of students are enrolled in required middle and high school courses. Lastly, 95% of New West teachers are fully credentialed, an increase of 11% from 2019-20.

Goal 2: Maintain a safe campus learning environment that fosters students’ intellectual and emotional maturity and simultaneously inspires and challenges each student to

fulfill his/her individual potential as a personal lifelong objective and as contributing members of society.

Progress toward achieving Goal 2. Despite the struggles of the pandemic, students and families continue to report a high sense of safety and inclusion attending New West Charter School (95% and 90%, respectively). Average Daily Attendance was maintained at 97%. Additionally, no students were suspended or expelled, a reflection of our move to a restorative justice model that encourages dialogue among students in a safe and inclusive environment. Contributing further to this success was the formation of a peer mentorship group that supports students in talking through their feelings, and building relationships across peer groups. Teachers also reported feeling safe and connected to the school (95% and 90%, respectively). Lastly, all New West facilities were rated in “good” repair.

Goal 3: *Increase and strengthen parental support, stakeholder, and community engagement.*

Progress toward achieving Goal 3. New West increased community and parent participation in board meetings by holding them over Zoom. There was a lot of input and feedback from parents and community members as we moved closer to resuming in-person instruction. New West has maintained strong communication with the parents and community through its digital communication tools. Ninety percent of parents participated in online or in-person engagement events. Additionally, we have maintained a 70% response rate on our parent surveys. We are still working on identifying a parent to liaise with Brockton Elementary. We are encouraged by the level of support, despite the hurdles, that we have achieved in parent and community engagement and are confident these engagement levels will continue.

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:

New West Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school’s practices were further enhanced during the pandemic as the school sought the input and feedback of its educational partner groups (parents, students, teachers, staff, administrators, local community members) from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

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

New West has been able to maintain relatively high achievement rates when it shifted to mandated distance learning because of the successful and established NWC+, a hybrid learning program. Delivering the program to all students during this period meant that in-person contact was limited while simultaneously maintaining our high academic

standards. Students also have access to online live tutoring 24/7, and those in need of additional academic support are scheduled for a support session, either individually or in small groups. In a nod to our flexibility and responsiveness to our families, New West provided paper-based work packets for students whose families expressed a desire for less screen time.

New West leveraged ESSER funding to hire a full-time Educational Psychologist and counselor to address the mental and emotional health needs of SPED students. The Psychologist and counselor works collaboratively with instructional staff to ensure achievement gaps are identified and addressed quickly.

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:

New West's NWC+ program, established in 2018, is a blend of a student's independent study program with on-campus seminar classes. The model has students complete 70% of their work independently and 30% at the school site, engaging in seminars, tutoring session, and meeting one-on-one with their teachers and/or tutors.